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ABSTRACT

Consisting of materials and strategies adapted from California's model projects for the training of career technicians, this document explains how to conduct inservice workshops for these paraprofessionals who provide services in career centers established in nearly all California secondary schools. Twelve training modules cover the following topics: (1) what a career center is; (2) career center management; (3) merchandising a career center; (4) evaluation strategies; (5) occupational information (two sections); (6) job search techniques; (7) decision-making skills; (8) personal assessment of students; (9) helping students with disabilities; (10) providing gender equity; and (11) the effective use of community resources. Each module includes workshop outcomes, a warm-up activity, the information to be presented to trainees, trainer strategies, an evaluation strategy, a time estimate, a list of resources, a list of other topics to consider, and materials such as worksheets, evaluation sheets, checklists, and questionnaires. (CML)

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Implementing Career Education

Career Technician Training Manual

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CALIFORNIA STATE DEPARTMENT OF EDUCATION • Bill Honig—Superintendent of Public Instruction • Sacramento, 1985

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Implementing Career Education

Career Technician Training Manual

Prepared under the direction of the
Office of School Climate

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PREFACE

Career resource technicians are perforce an active and resourceful group of paraprofessionals. They offer a wide variety of career-related services for a diverse population in schools. They are often the career resource experts in their settings and are, therefore, the primary link with community-based organizations and the business, industry, and labor sectors. They are an integral part of the school's career guidance team and, through career center activities and services, they help reveal and maintain the relevance of school subjects by relating them to the world of work.

With the dynamic state of career information and the complex activities of career centers, career technicians should be provided continuous in-service training to do an effective job for the students, school, and community. This training manual and resource handbook developed as a result of the California State Department of Education's wish to offer continuous in-service training to career technicians through a cadre system of trained local practitioners.

Several projects supported by grants from the P.L. 95-207, Career Education Incentive Act, have provided effective training of career technicians through such a cadre system. These projects provide a model for statewide training for technicians and others working in career centers. The materials and training strategies contained in this handbook were compiled and adapted from the model projects with the cooperation of many people in secondary schools, community colleges, and universities.

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Office of Curriculum Services

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INTRODUCTION

In response to the need for career guidance in the schools, career centers have been established in nearly all California secondary schools to serve as hubs for a wide variety of career guidance activities. The purposes of career centers are to:

1. Help meet the goals of career education.
2. Help students in the process of exploring their work values, personal characteristics, abilities, and interests so that they will be able to plan their lives and careers realistically.
3. Improve the quality of individual career development through the dissemination of valid occupational information, thereby extending the basis of career choice.
4. Help students become aware of the processes involved in deciding on a career so that choices can be based on knowledge and insight rather than ignorance and chance.

To accomplish the career center goals, centers must be composed of five interdependent career components:

1. Education, work, and leisure information
2. Self-assessment services
3. Education and work placement services
4. Teacher resource materials
5. Career counseling and guidance services

Although the career center serves as the hub for all career components, many of the activities take place in the classroom, counseling office, student work station, and the community. These components are developed and maintained by a knowledgeable professional (i.e., a counselor or a work experience coordinator). This professional has a commitment to improved career development for secondary students and provides the necessary leadership for developing and implementing career education programs. The day-to-day functions of the career center may be in the hands of a paraprofessional career technician. This person is the career information expert in the school and must know how to obtain, evaluate, file, and disseminate that information to students. (An expanded job description of a career technician can be found in the appendix.) In addition, there may be paid aides or student aides who assist the career technician in the myriad of duties that enable a center to function well.

In an active career center, the career technician obtains and disseminates career information and materials to students, teachers, and counselors; links community resources to classroom activities; and assists teachers in infusing career concepts into the instructional program. Because of the complexity of the career technician's role in career guidance programs, continuous in-service training is a key in maintaining or upgrading the technician's skills. This handbook was developed to aid in that training.

The purpose of the handbook is twofold:

1. To serve as a training approach for master trainers
2. To serve as a compendium of ideas, materials, and information for all persons who provide career development services

The handbook consists of twelve training modules complete with related resource materials. The module topics are not meant to be definitive; they were chosen to impart knowledge and skills important to all career technicians. The training modules are intended to assist in-service training coordinators as they design workshops. The modules and resource materials may be duplicated as is or modified to accommodate participants' needs, school districts' restrictions, available time, and group size.

The success of a module depends on the coordinator's preparation; therefore, the coordinator should study completely the module's format, content, and activities. Prior to the workshop the coordinator should secure all necessary materials and, if necessary, practice the activities. The coordinator may wish to conduct the workshop in a career center if the trainer strategies require the use of specific career resources. In addition, during the workshop the coordinator should consider the following advice for conducting a workshop:

1. Set the tone.
   Participants should be relaxed, but alert, interested, and motivated. Be enthusiastic when presenting key points, leading activities, and facilitating discussions. Make it clear that there is a serious purpose behind the workshop.
2. Set the pace.
   Maintain the right pace. If things bog down, inject humor, ask some provocative questions, get a lively discussion going. Some sections can be summarized orally to speed things, and this can be planned ahead. If things are going too fast and people are getting lost, slow down; let them ask questions, spend time orally covering the points. Keep the flow smooth at junctures in the module--winding up an activity with a satisfying resolution and easing participants into the next. Take breaks as you sense they are needed. Be flexible in structuring activities, adapting to individuals and situations as needed.
3. Facilitate discussions.
   Encourage discussion and interaction among the participants. Bring out the shy people; don't let the aggressive ones dominate. Seek out questions and uneasiness early and deal with them openly. Troubleshoot by watching facial expressions and body language, and make necessary changes in the workshop format or environment. Be sensitive to moods and needs. In short, act as a guide through the module, but try not to get in the way.

4. Evaluate.

Make sure participants are headed in the right direction. When needed, give cues and examples to help participants reach the objectives of the module. Monitor participants' responses to each activity and worksheet. Keep a record of how each participant does. In general, maintain the quality level of the workshop. An evaluation form is included as Figure 1; it may be used to evaluate each module.

Workshop coordinators should be able to define specific terms used in career education programs. The following terms are defined here to provide a common base for all modules in this handbook:

Career - An individual's total life experience, including the pattern of activities and experiences that make up a lifetime of work, learning, and leisure.

Career Center - A student-centered facility serving as a clearinghouse for career materials that are organized and disseminated and for community resources that are scheduled by the career technician for student, teacher, and counselor use.

Career Counselor - A professionally trained counselor who specializes in helping individuals make satisfying life and career decisions.

Career Development - The lifelong process of self-development that enables an individual to gain skills in setting goals and in developing, implementing, evaluating, and revising career and life choices.

Career Education - A comprehensive lifelong educational process which encourages and enables all individuals at all levels of their development to make appropriate personal applications of learning to prepare for and achieve a satisfying career and life-style.

Career Guidance - The assistance provided to help individuals in their career development. It may include instruction, counseling, and support services. Career guidance assists students to relate their interests, abilities, aptitudes, values, and aspirations to realistic career goals; to examine education, work, and leisure alternatives; and to select appropriate preparation routes to careers.

Career Technician - A paraprofessional who manages the career center and who interacts with students, faculty, staff, administrators, parents, and community representatives to facilitate the career guidance and career education programs of a school.

Fig. 1

WORKSHOP EVALUATION FORM

Workshop Topic ____

Please evaluate today's in-service training by circling a number according to the following scale: 1 - very negative 5 - very positive

1.	Overall impression	1	2	3	4	5
2.	Usefulness of subject matter for me professionally	1	2	3	4	5
3.	Usefulness of subject matter for me personally	1	2	3	4	5

4. Were there any phrases or ideas that impressed you particularly favorably? Which? Please explain.

5. Were there any phrases or ideas that turned you off? Which? Please explain.

6. Are there any topics you feel should be added to the discussion?

7. Please comment on the method of presentation:

8. What was your overall impression of the presenter?

9. Was there anything you wanted to say but didn't? What? Why?

10. a) I think the presenter should keep:

    b) I think the presenter should change:

SOURCE: New Pioneers: A Program to Expand Sex Role Expectations in Elementary and Secondary Education. Raleigh, NC: North Carolina Department of Public Instruction, 1980.

WHAT IS A CAREER CENTER ?

TRAINING COMPONENT

What Is a Career Center?

TOPIC

Establishing an Advanced (Level III) Career Center

WORKSHOP OUTCOMES

Participants will be able to identify three practices or activities that would help a career center attain the status of a Level III (advanced) center in each of the following areas: direction, personnel, career material, management, outreach, self-assessment, and evaluation.

WARM-UP ACTIVITY

Have each participant list at least three features of an outstanding career center. Then ask each participant to share the features with other participants in a small group. Have each small group give priority to only three features and then present these to the large group.

INTRODUCTION

Make a presentation covering what makes a "good" center. Use the following information to organize the presentation:

Level I is a passive center that concentrates on disseminating career information if the students get to the center. Teacher may infrequently use it for parts of units utilizing career information, but the center is reactive, not proactive, in regard to the school's program.

A Level II center starts helping students integrate some of that career information into their career planning. Interest inventories are made available to provide a basis for self-exploration. The center plays an active role in acquainting students to its presence by a short orientation at the ninth or tenth grade level. A systematic approach to retrieval of information is begun with the establishment of a central index. The focus is on the student in terms of audience, but a more active stance is taken.

Level III means the center has become a generating force in the school's program and reaches out to the community to supplement resources. It actively recruits faculty through orientation procedures, career speaker services, etc., and promotes and participates in departmental and individual faculty efforts in career education. It participates in planning and implementing a systematic program which provides a developmental sequence of career guidance activities at each grade level that take place in the center, in the classroom, at work stations, and in the community.

Level IV has been called the "full-service" center. It includes all the functions of Level III, but more fully implements them, and adds such things as career education resources for teachers and leisure option materials for students. Very few centers, if any, reach Level IV because of cost and the need for extensive leadership and expertise. Therefore, Level III is the goal which will be used in briefly describing the various core areas referred to previously.

The Goals of A Level III Career Center

DIRECTION

A career center needs a reason for being and a direction to follow in order to remain a vital force in any program. This means that a philosophy should be developed which ties into the career education philosophy of the district. In addition, goals need to be established to give direction and yearly objectives developed to demonstrate progress toward these goals. To write these objectives, one needs to know present status in regard to the various audiences which are served by a center: students, faculty, administration, parents and community. These various needs assessments are important as a base for the establishment of practices and starting with students and faculty is crucial. Many schools use the most recent student-expressed interests in various occupations as a basis for inviting career speakers.

PERSONNEL

A Level III center would have at least half-time professional leadership, depending upon the size of the school, and full time career technician staffing. Provisions for paid aides (student or adult) and volunteers, etc., would be part of the staff consideration depending upon the elaborateness of the center program. Continuous staff training from sources within and outside the school would be given full consideration.

CAREER MATERIALS

Since this is the main focus of a center, special care would be given to have the variety of materials available to suit the various groups in the school's enrollment. Fulfilling the needs of minorities, requirements of gender equity and the needs of the learning disabled would be given careful consideration. Various media (i.e., microfiche and computer programs) would be sought and implemented. Careful evaluation of material and ready access would be stressed.

MANAGEMENT

Management is crucial because a center provides services to many different people, and the proper coordination of these services is very important to its success.

Public relations, in terms of faculty and community, means communicating the program activities intent. Publicity, keeping the center constantly visible, helps ensure that the service provided will draw the expected participants. Organization to make the center self-service in its approach means more time to work with those who need help.

PHYSICAL SETTING

Having enough space for a Level III center is important. Seating arrangements for classes along with drop-in seating help the center function more smoothly. Locating the center near heavy student traffic and being open when the students can get there increases the drop-in rate.

It is important for economy and efficiency to have sufficient, regularly functioning equipment that is understood and used properly by students and staff.

OUTREACH

A Level III center, rather than working with teachers on a random basis in order to build faculty use, actively participates in implementing a career education curriculum which includes a series of developmental career guidance units at each grade level. This means a more systematic use of the center along with the chance to work with students within a scheme of career development where intervention comes at the right time for more students. This can extend from career awareness for the freshmen to job search skills for the seniors.

Community outreach can mean a speaker program and/or a career day at school; it can mean interviewing people for information about their jobs; it can mean activities like career shadowing;

it can mean exploratory work experience; and it can mean financial support from service clubs and industry. For example, the career technician in a Level III center has probably more contact with the community than anyone in school other than the work experience coordinator.

SELF-ASSESSMENT

Even if an assessment instrument, such as an interest inventory, is given to the student body as a whole, students like to check on their own career development in succeeding years. Therefore, having inventories or checklists or card sorts with different emphasis in a self-assessment corner of the center gives them this chance. The immediate feedback satisfies their curiosity, and a basis can be established for further career exploration.

EVALUATION

The systematic count of student and staff use of the center is a very necessary procedure. This proves useful to the administration. If this information can be identified by class level, sex, teachers, subject matter areas, etc., there is a basis for analysis of use, and next year's objective can reflect this added knowledge.

Also, semester or yearly objectives should be in student outcome form to be able to see whether they have been fulfilled. If there have been difficulties, procedures can be adjusted for the next year. Again, this information is helpful to administrators to evaluate the center's activities and also can serve as a basis of discussion in terms of improvements.

TRAINER STRATEGIES

1. After an introductory talk by the trainer on what makes up a good center, have participants discuss each sub-topic in small groups. Ask groups to identify three necessary practices or activities for a Level III center and to report their group decision to the group as a whole. Obtain a group consensus on the top three practices or activities and list them on a chalkboard or overhead projector. Limit the sub-topic discussion to ten minutes to allow time for participants to complete a priority list by the end of the workshop.

2. After participants consider their own career centers and their role within the center, have participants review "The Role of a Career Technician" and assess their own strengths and weaknesses. Ask participants to identify what topics should be included in future training sessions.

EVALUATION STRATEGY

Evaluation will be based upon completion of the workshop strategies to the satisfaction of the trainer.

TIME

Approximately two hours

RESOURCES

Wood, Robert A., Rogers, Neal, and Klinge, Clella. Planning a Career Resource Center, Module 19, American Institutes for Research, Palo Alto, CA, 1978.

Paddick, Jill, and Dobson, Dale. Developing People Relationship Competencies For Career Resource Technicians, Module 20, American Institutes for Research, Palo Alto, CA, 1978.

Johnson, Clarence. Developing Facility Maintenance Competencies for Career Resource Technicians, Module 21, American Institutes for Research, Palo Alto, CA, 1978.

Klein, Ron, and Swan, Robert. Providing Leisure Information in the Career Resource Center, Module 32, American Institutes for Research, Palo Alto, CA, 1978.

Fredricksen, Marlene, and Swan, Robert. Developing Career Center Resources for Faculty Use, Module 33, American Institutes for Research, Palo Alto, CA, 1978.

OTHER TOPICS TO CONSIDER

Career center materials
Career center environment
Merchandising a career center
School staff participation

THE ROLE OF A CAREER TECHNICIAN

I. AS IT RELATES TO THE CAREER PLANNING CENTER

A. Order, review, catalog, inventory, and maintain materials for the center:

1. Career information
2. College information and applications
3. Scholarship and financial aid information and applications
4. Testing information and applications
5. Other educational institution information
6. Armed services information
7. Vocational-technical school information

B. Order, maintain, operate, repair, and instruct students in the use of center equipment.

C. Order supplies used in the center.

D. Develop and maintain records and forms used in the operation of the center.

E. Prepare and update lists of information and resources available in the center used by individual students, classes, and teachers completing career planning units.

F. Assist with the allocation and use of budget monies provided for the center.

G. Arrange, publicize, introduce, host, evaluate, and write thank you letters for speaker programs:

1. Career speakers
2. College representatives

H. Create an atmosphere of acceptance, concern, and helpfulness to those using the center.

I. Decorate and maintain bulletin boards.

J. Orient large and small groups to the center and its activities.

K. Advertise the center and its programs:

1. Daily bulletin announcements
2. Flyers
3. Newsletters
4. Correspondence to instructional and administrative staff

L. Conduct tours of the center for outside visitors, new students, and teachers.

M. Maintain a master calender of events for the center.

N. Monitor amount of use of center by:

  1. Students (individuals/groups)
  2. Instructors
  3. Off-campus visitors

O. Prepare a monthly report submitted to the school district on activities of the center.

P. Welcome and receive students, staff members, and visitors and refer them to appropriate support services.

Q. Carry out other clerical duties as necessary.

II. AS IT RELATES TO THE STUDENTS

A. Orient students, individually or in groups, to the center and its resources.

B. Assist students in their research of careers, colleges, armed services, and other training programs.

C. Assist students with college, financial aid, and test applications.

D. Assist students with the operation of audio-visual equipment.

E. Administer, explain, and score vocational interest inventories.

F. Assist, develop, and supervise students completing career education units.

G. Maintain files on individual students using the center.

H. Supervise and train student aides.

III. AS IT RELATES TO THE SCHOOL STAFF

A. Assist in developing systems for referring students to the center.

B. Inform staff of new materials and activities available in the center.

C. Assist counselors and teachers with career education activities.

D. Participate in and contribute to in-service training.

E. Encourage staff to use the center.

IV. AS IT RELATES TO THE COMMUNITY

A. Make presentations to parents, public groups, or on-campus visitors about the center and its activities.

B. Assist in planning for and participation in a county career fair.

V. AS IT RELATES TO THE TECHNICIAN'S OWN CAREER GROWTH

A. Attend conferences and workshops.

B. Pursue course work related to career education.

C. Visit other centers for innovative ideas.

D. Attend meetings of the county career guidance technicians association.

MANAGEMENT OF A CAREER CENTER

TRAINING COMPONENT

Management of a Career Center

TOPIC

Effective Time Management Through Priority-Setting Techniques

WORKSHOP OUTCOMES

Participants will be able to identify at least nineteen "time robbers" and set at least one new priority to be implemented through a well-conceived action plan as a result of time saved.

WARM-UP ACTIVITY

Distribute the handout "Time Management Techniques" and have participants individually brainstorm, in the "What I Use Now" column, all the activities they are involved with in the career center. Then have them brainstorm those activities they would like to try in the other column. Have the groups share their results and introduce themselves.

INTRODUCTION

Make a presentation to emphasize the importance of managing your time in order to set and carry out your priorities. Include information on barriers to effective time management, unnecessary interruptions, time management tools to overcome barriers, organization of career center files, priority-setting strategies, and action plans. (Refer to handouts "Barriers to Effective Time Management" and "Organization of Career Center Files.")

TRAINER STRATEGIES

1. Have participants write their three most important goals for the career center based upon their "What I Use Now" brainstorm list developed in the warm-up activity. Then have participants select one item from their "What I Want to Try" list and identify which goal relates to the selected activity. (The remaining strategies will focus on how to implement the new activity as a priority.)

2. Ask participants to identify about how much time it will take to implement the new activity. Reviewing the "Barriers to Effective Time Management" and "Time Robbers," ask participants to develop a timesaving plan by indicating which time robbers they will avoid. Divide the group into three small groups to share their individual plans and design a consensus plan. Have a recorder write down the information and share the small group plan.

3. Have participants write an action plan to implement their new activity, using the "Action Plan Activity Sheet" worksheet. Try to group partici-

pants with similar new activities so that they work together in developing their action plans. After completion of the worksheets, ask participants to respond to the following questions:

- What am I going to do?
- How am I going to do it?
- Where am I going to do it?
- Who am I going to work with?
- When am I going to begin?

(Stop here for a two-hour workshop.)

4. Brainstorm other timesaving techniques that participants have found to be successful in managing their centers (e.g., the use of master calendars, aides, delegating tasks, use of needs surveys, volunteers, networking). Select from the brainstorm list one group priority activity and have the group develop an action plan to implement that activity.

5. Discuss how organization in the career center can save time. Provide copies of "Organization of Career Center Files" and discuss.

EVALUATION STRATEGY

Evaluation will be based on completion of workshop strategies to the satisfaction of the workshop trainer.

TIME

Approximately three hours

RESOURCES

Mackenzie, R. Alec. The Time Trap. AMACOM, New York, 1972.

"Quality of Education Survey." Conducted at Elk Grove Unified School District, 1982. (Available from Carole Sacre, Elk Grove High School, 9800 Elk Grove-Florin Rd., Elk Grove, CA 95624.)

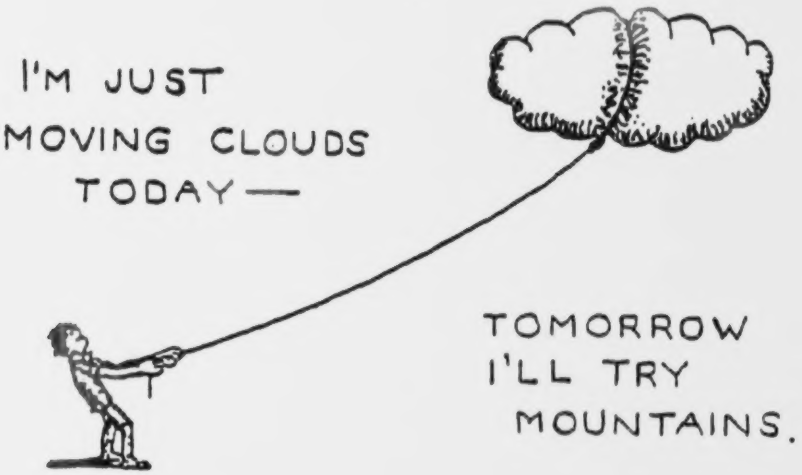
Schroeder, Shirley. "Career Center Organization." Marysville, CA: Marysville High School Career Center, 1982. (Available from Shirley Schroeder, Marysville High School, 18th and B Sts., Marysville, CA 95901.)

OTHER TOPICS TO CONSIDER

Stress management
Managing career center personnel
Training aides to use the telephone
Making wise decisions
Evaluation techniques
Establishing a workable budget
Organizing your career center (see "Career Center Organization")

TIME MANAGEMENT TECHNIQUES

What I Use Now	What I Want to Try


I'M JUST MOVING CLOUDS TODAY—
TOMORROW I'LL TRY MOUNTAINS.

BARRIERS TO EFFECTIVE TIME MANAGEMENT

1. Over commitment--can't say no.
2. Values and objectives not clarified.
3. Role not properly defined.
4. Baggage from past experience.
5. Unusual family expectations.
6. Physical illness.
7. Telephone interruptions.
8. Failure to delegate.
9. Poor T.V. planning.
10. Wasted commuting time.
11. Traditions of the office; e.g., millions of meetings.
12. Assumption that this state is a temporary condition.
13. Life controlled by boss or spouse.
14. Protestant ethic--"keeping busy."
15. Executive hobbies.
16. Crisis management.

TIME ROBBERS

1. Locating information.
2. Unnecessary meetings.
3. Lengthy meetings.
4. Junk mail.
5. Complicated filing system.
6. Interruptions.
7. Red tape.
8. Mistakes.
9. Absentee staff.
10. Getting off telephone.
11. Lengthy breaks.
12. Ambiguous information.
13. Unscheduled meetings.
14. Personal conversations.
15. Multiple signatures required.
16. Repeating instructions.
17. Priorities not clear.
18. Lack of goals.
19. Feelings of fatigue.

ACTION PLAN ACTIVITY SHEET

We usually think of resources as solid things like money, people, buildings, equipment. There are many other less tangible resources, however, that can make or break a strategy. With all the money and staff in the world, a strategy won't work without the right combination of time, knowledge, influence control, legitimacy and energy. The chart below will provide a guide for considering what resources you will need to carry out each activity.

ACTIVITY ____________________

____

ROLE - CAREER TECH ____________________

COUNSELOR ____________________

ADMINISTRATOR ____________________

Resource	NEEDED Is this resource needed for this strategy? yes/no	AVAILABLE Is it possible to divert resources to this strategy? yes/no	NOT AVAILABLE Is it possible to acquire this resource elsewhere? yes/no
Personnel			
Money			
Equipment			
Facility			
Time			
Knowledge-Skill			
Influence			
Legitimacy			
Human Energy			

ORGANIZATION OF CAREER CENTER FILES

1. Correspondence
   a. Inner School
   b. R.O.P.
   c. District Office
   d. General
   e. Work Experience

2. Guest Speakers
   a. Pending Guest Speakers
   b. Completed Guest Speakers
   c. Guest Speaker Request Letter (Career)
   d. Guest Speaker Request Letter (College/Trade/Community)
   e. Thank You Letter
   f. Map for Guest Speaker

3. Carbon File (Copy of each memo, note, letter, etc., that leaves the C.C.)

4. Form Letters
   a. Update Career Information
   b. Free Publication Request
   c. College Catalog Request
   d. Price and Order Information

5. Masters
   a. Forms
   b. Form Letters
   c. Career Information
   d. Resumé
   e. Job Interview
   f. Work Experience

6. Purchasing Forms
   a. Warehouse Requisition
   b. R.O.P. Requisition
   c. Purchasing Order
   d. Print Request
   e. Purchasing Needs

7. Budget
   a. Budget Log Form
   b. Budget Transfer
   c. Projected Budget

8. Student Forms
   a. Parent Permission Forms
   b. CETA Applications
   c. Student's Passes

9. Career Center Information
   a. Workshop Information
   b. Helps and Hints
   c. Request to Attend Forms
   d. Leave Forms

10. Audio/Visual
    a. Tri-County Audio/Visual Catalog
    b. Free Loan Film List

11. Free Career Information Listings

12. Inventory Listings
    a. List of all Filmstrips in Center
    b. Equipment Inventory
    c. Career World Index Listing
    d. Calif. Occupational Guide List and Update
    e. Occupation Exploration Kit List and Update
    f. Operation Manuals for Equipment

13. Work Experience
    a. W.E. Assignments
    b. W.E. Grade Chart
    c. Student Sign-up Sheet
    d. W.E. Forms
    e. Student Folder File
    f. Inactive Student File

14. High School Information
    a. Map
    b. Graduation Requirements
    c. Rules and Regulations

15. Career Education Guidelines

16. Sample Work Packets
    a. Values
    b. Decision Making
    c. Careers

17. Job Hunting, Search, and Workbooks

18. Career Infusion Subject Student Worksheets

19. Catalogs
    a. Career Guidance
    b. Publication
    c. Media

20. File of Cut-out Pictures and Poster Ideas

21. Previous Year File

MERCHANDISING THE CAREER CENTER

TRAINING COMPONENT

Merchandising the Career Center

TOPIC

Effective Public Relations

WORKSHOP OUTCOMES

Participants will be able to organize a public relations program for their career centers.

WARM-UP ACTIVITY

Have participants pair off with someone they don't already know. Allow the members of each pair five minutes to describe an effective merchandising technique they have used. After the discussion time, ask participants to introduce their partners to the total group and to identify the public relations technique disclosed. As participants present their partners and ideas, record the ideas on butcher paper, flip chart, or chalkboard so that all techniques presented are kept visible during the day. (Notes can be duplicated and presented to each participant at the close of the workshop.)

INTRODUCTION

Make a presentation covering the following questions:

- What is "public relations"?
- Why is it necessary?
- What are the publics served by your center?
- What are various public relations resources?
- How do you develop a public relations plan for your center?

In the large group, review "Public Relations Is a Five-Step Process" and each step discussed. Define the five-step public relations process.

TRAINER STRATEGIES

Separate participants into groups of four to six. Select a recorder for each group.

1. In small groups have participants identify public relations resources available in their community and describe how they could be used in career center merchandising efforts. Have participants use the handout "Public Relations Resources" as a guide.

2. Ask each small group to plan a public relations presentation that introduces a new or improved component of the career guidance center. Have participants describe the intended audience, outline the ideas to be presented, describe media to be used, and indicate the presentation methods chosen. Upon completion, have participants move to another group to review and discuss the planned public relations presentation.

3. Have each small group present its public relations activity to the large group. Ask the large group to evaluate the activity based on the organization of content, appropriate use of media, and the presentation methods.

4. Ask participants, using the five-step process, to design a public relations activity that would be relative to their particular settings. Have participants share their activities in the small groups. (Refer to the handout "Public Relations in a Five-Step Process.")

5. Distribute and review copies of "Developing a Plan." Have participants select an activity that was presented to the total group in strategy #3 and develop a Public Relations Action Plan to implement upon returning to their school site.

EVALUATION STRATEGY

Evaluation will be based upon group evaluation of each strategy and the Action Plan completed by each participant.

TIME

Approximately three hours

RESOURCES

Gysbers, Norman. *Developing Effective Public Relations*. Module 32, American Institutes for Research, Palo Alto, CA, 1978.

Career Development Workshop Materials. San Bernardino County School Department, San Bernardino, CA, 1982.

OTHER TOPICS TO CONSIDER

News releases
Brochures
Letters
Speaker programs
Information mailed to parents
Handbooks
Bulletin board displays
Public service announcements

PUBLIC RELATIONS IS A FIVE-STEP PROCESS

Step 1 - Determine objectives
Step 2 - Audiences
Step 3 - Style
Step 4 - Content
Step 5 - Medium

You cannot do it all yourself! You must have a team working together to assist you.

Step 1 - What are your objectives?
- inform people
- entertain people
- create interest in people

Step 2 - Who is your audience?
- parents
- teachers
- students
- community members
- administrators/board members
  (Keep in mind the age groups, times you schedule various meetings, open house, etc.)

Step 3 - What will the style be?
- light
- serious
- formal/informal

Step 4 - What will the content be?
- who
- what
- why
- where
- when
- how

Step 5 - What will the medium be?
- verbal
- printed
- electronic (television or other displays)
- audio/visual
- combination

Use the students' ideas when developing brochures and materials for the career center. Students are aware of the desires and tastes of their peer groups and can give you some attractive ideas. Seeking ideas from the students also gets them involved in developing career material.

PUBLIC RELATIONS RESOURCES

The purpose of this activity is to provide you with the opportunity to identify public relations resources available in your community and describe how they could be used in your guidance program's public relations activities.

Worksheet

RESOURCE	AVAILABLE		USABLE		COMMENTS
	Yes	No	Yes	No	
1. Advertising					
2. Billboards					
3. Bulletin boards					
4. Bumper stickers					
5. Cartoons					
6. Direct mail					
7. Displays					
8. Handbooks					
9. Leaflets					
10. Mottos & slogans					
11. Newspapers					
12. Reprints					
13. Special publications					
14. Announcements					
15. Proclamations					
16. Speakers' bureaus					
17. Special programs & weeks					
18. Speeches					
19. Telephone					
20. Tape recordings					
21. Filmstrips & slide tapes					
22. Motion pictures					
23. Photographs					
24. Posters					
25. Radio					
26. Slides					
27. Television					

DEVELOPING A PLAN

Effective public relations activities don't just happen. Careful planning is required. Nor can they be separated from the basic comprehensive guidance program. In fact, the best public relations begins with a sound comprehensive guidance program. The best public relations in the world cannot cover up an ineffective guidance program that does not meet the needs of its consumers.

Public relations planning must be part of an overall program of work which seeks to continually improve and extend the total comprehensive guidance program. To be comprehensive and systematic, your public relations activities should be developed around a comprehensive guidance program and installed as an ongoing part of the program's development and management procedures. Public relations activities which are not related in this fashion to the total program will be seen as superficial and, as a result, will not have sufficient impact.

STEPS IN PLANNING

To develop your plan for public relations, consider these steps:

1. Conduct a thorough appraisal of the public relations resources available in your community.
2. Consider the impact each resource may have on various publics.
3. Translate these resources into public relations strategies to be used.
4. Outline the steps which will be taken in the development of these strategies.
    a. Develop a task, talent, and time chart for each strategy.
    b. Prepare the necessary media to be used with each strategy.

Well-planned public relations activities are an integral part of the development and management of the total guidance program. An effective public relations plan should be:

1. Sincere in purpose and execution
2. In keeping with the total guidance program's purpose and characteristics
3. Positive in approach and appeal
4. Comprehensive in scope
5. Continuous in application
6. Clear with simple messages
7. Beneficial to both the sender and the receiver

A SAMPLE PLAN

The guidance staff of a local high school decided to initiate decision making/values clarification groups for the tenth graders for the first semester of the school year. Members of the guidance staff carried out the necessary needs assessment procedures, gained the support of administration and the teaching staff, and developed a written plan for implementation and evaluation. As a part of the plan, they also developed the following public relations calendar of events.

August:

1. Prepare a news release to send to the local media explaining the new program.
2. Write a pamphlet describing the program in detail. Send to various community groups and parents.
3. Announce in the guidance newsletter how students can apply for the program.
4. Give a short explanation of the program at the faculty orientation meeting prior to the opening of school.
5. Give an announcement to the student body at the opening assembly.

September:

Prepare a news release with pictures to send to the local media describing the first few sessions.

November:

Have a panel discussion with several students in the program on local TV during National Career Guidance Week.

December:

1. Prepare a news release which describes the outcome of the semester program on decision making/values clarification for the local media.
2. Have a panel of students discuss the outcomes of the program at the December inservice meeting for staff.

EVALUATION STRATEGIES

TRAINING COMPONENT

Evaluation Strategies

TOPIC

The Need to Collect Data

WORKSHOP OUTCOMES

Participants will be able to identify a minimum of five data collection strategies and have developed a strategy for immediate use of these data in their setting.

WARM-UP ACTIVITY

Present the following case study to the group. California High School, an inner city school of 1,500 students, has an active career center. Most of the students and some of the teachers actively utilize the center. The center typically offers its clientele occupational information, guest speakers, and career advising. It also sponsors career days and has a wide assortment of multi-media materials. Unfortunately, the three-person career center staff may be reduced due to fiscal constraints. The principal has requested that the staff submit an assessment of its services, materials, student use, etc. for future budgetary considerations. In what areas would you begin collecting information to present to the principal? Have participants brainstorm a list. Have them discuss how they evaluate the effectiveness of their career centers.

INTRODUCTION

Present a short lecture on the following areas: What is evaluation? Why collect data? What do you do with the data? How do you build a budget using data collected? How do you disseminate the data? How can programs be enriched through needs assessment and evaluation?

TRAINER STRATEGIES

1. In small groups have participants select different areas for information gathering from the case study. Have each group of three to four participants work on one data collection strategy (e.g., student use, amount of utilization of multi-media

materials, impact of guest speakers bureau, etc.). Have each group analyze one approach to collecting information, which may include: type of instrument, interview, sampling, utilizing outside consultant, use of advisory committee, etc.

2. Role play the case study with a volunteer playing the high school principal and ask each group recorder to present the group's plans.

3. Ask participants to review and discuss the possible use of the evaluation forms "Assessing Career Center Services," "Career Center Evaluation: Student Worksheet," and "Career Center Evaluation." Have participants choose items from the instruments and develop an initial data collection strategy to pilot test in their school settings.

EVALUATION STRATEGY

Evaluation will be based on successful completion of a post-test instrument to be developed by the trainer. Items may include: As a result of the workshop, I feel more comfortable with evaluating my center's services; I have more strategies to collect data; I am better able to report my data; I have increased my understanding of the need to evaluate my career center's functions and services.

TIME

Approximately two hours

RESOURCES

Jacobson, Thomas. A Study of Career Centers in the State of California. California State Department of Education, Personal and Career Development Services Unit, Sacramento, CA, 1975.

OTHER TOPICS TO CONSIDER

Developing career center budgets
Effective use of evaluation committees
Evaluating interest inventories
Career information evaluations
Developing an evaluation report

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ASSESSING CAREER CENTER SERVICES

I. NEEDS ASSESSMENT - GENERAL SERVICES

The career guidance center/career guidance technician frequently assists students in/with:	Don't know	No need	Need being met	Need partly being met	Need not being met	Select 5 top priorities in order, 1 being the highest.
1. locating current information regarding various occupations	0	1	2	3	4	
2. administering career planning assessments	0	1	2	3	4	
3. interpreting career planning assessments	0	1	2	3	4	
4. decision-making techniques	0	1	2	3	4	
5. job search information (applications, resumes, interviews, etc.)	0	1	2	3	4	
6. self-awareness information	0	1	2	3	4	
7. postsecondary information (trade schools, college, apprenticeships, etc.)	0	1	2	3	4	
8. life/career planning	0	1	2	3	4	
9. student orientations to the career guidance center	0	1	2	3	4	
10. organize field trips to work sites	0	1	2	3	4	
11. individual and group counseling	0	1	2	3	4	
12. maintaining community/job resource bank	0	1	2	3	4	
13. job survival skills	0	1	2	3	4	

II. NEEDS ASSESSMENT - PROMOTIONAL ACTIVITIES

The career guidance technician/center is actively involved in/with:

	Don't know	No need	Need being met	Need partly being met	Need not being met	Select 5 top priorities in order, 1 being the highest.
1. orientations to the career guidance center for staff	0	1	2	3	4	
2. orientations to the career guidance center for parents	0	1	2	3	4	
3. orientations to the career guidance center for others (school board, community, other agencies, etc.)	0	1	2	3	4	
4. being an integral part of instruction through curriculum	0	1	2	3	4	
5. attracting students to the career guidance center	0	1	2	3	4	
6. promoting parent involvement	0	1	2	3	4	
7. promoting community involvement	0	1	2	3	4	
8. providing inservice training for infusion of career education into the school curriculum	0	1	2	3	4	
9. being a resource specialist/site for teachers and counselors	0	1	2	3	4	
10. career days/fairs/speakers bureau	0	1	2	3	4	
11. establishing community liaison contacts	0	1	2	3	4	
12. advertising the career guidance center	0	1	2	3	4	

		Don't know	No need	Need being met	Need partly being met	Need not being met	Select 5 top priorities in order, 1 being the highest.
13.	making presentations to the school board	0	1	2	3	4	
14.	making presentations to public agencies	0	1	2	3	4	

III. NEEDS ASSESSMENT-EVALUATION PROCESS/COMPONENT

The career guidance center has an evaluation component consisting of:

1.	student evaluations of the quality of career education they receive	0	1	2	3	4	
2.	student evaluations of the career guidance center materials/resources	0	1	2	3	4	
3.	student evaluations of the career guidance center atmosphere	0	1	2	3	4	
4.	student evaluations of the career guidance center orientation	0	1	2	3	4	
5.	student evaluations of the career guidance center availability of assistance	0	1	2	3	4	
6.	staff evaluation of career guidance center materials/resources	0	1	2	3	4	
7.	staff evaluation of career guidance center atmosphere	0	1	2	3	4	
8.	staff evaluation of career guidance center orientation	0	1	2	3	4	

		Don't know	No need	Need being met	Need partly being met	Need not being met	Select 5 top priorities in order, 1 being the highest.
9.	**staff evaluation of career guidance center availability of assistance**	0	1	2	3	4	
10.	**monitoring usage of career guidance center by students**	0	1	2	3	4	
11.	**monitoring usage of career guidance center by staff**	0	1	2	3	4	
12.	**evaluation of the process for selection of materials (reading level, variety, current information, etc.) free of ethnic and sex bias/stereotyping**	0	1	2	3	4	

CAREER CENTER EVALUATION: STUDENT WORKSHEET

This is not a test. It is a survey to measure your use and ideas of the career center and its services, materials, and programs. The responses you give will help your school know how it can help you most.

There are 26 items. Give your answers by circling the appropriate number. If you have questions about the survey during the hour, please raise your hand, and the monitor will assist you.

CAREER CENTER PROGRAMS

We would like to know what you think about your career center programs.

(1) How many career speakers have you heard?
  0. none
  1. one
  2. 2-5
  3. 6-10
  4. more than 10

(2) How effective were the speakers?
  0. excellent
  1. good
  2. so-so
  3. poor
  4. haven't heard a speaker

(3) How much time was allowed for a question-and-answer session after the speaker spoke?
  0. none
  1. less than 5 minutes
  2. 5-15 minutes
  3. 15-30 minutes
  4. more than 30 minutes

(4) Did you feel that this was enough time?
  0. not nearly enough time
  1. needed a little more time
  2. about the right amount of time
  3. a little too long
  4. way too long

(5) How effective was the exploratory work experience?
  0. excellent
  1. good
  2. so-so
  3. poor
  4. have never held an exploratory work experience

(6) How much have you participated in general work experience (number of jobs held)?
0. none
1. one
2. 2
3. 3
4. more than 3

MATERIALS AND EQUIPMENT

Use the following scale to tell us how helpful the following materials were.
"4" means very useful
"3" means somewhat useful
"2" means barely of value
"1" means not at all useful
"0" means you haven't used it at all

(7)	A book on a specific career or career group	0	1	2	3	4
(8)	A pamphlet about a career or group of careers	0	1	2	3	4
(9)	A college catalog	0	1	2	3	4
(10)	The loose files of career information	0	1	2	3	4
(11)	A career workbook or a career exercise	0	1	2	3	4
(12)	The Occupational Outlook Handbook	0	1	2	3	4
(13)	A career magazine or an article in a career magazine	0	1	2	3	4

(14) How much of your time in the career center has been spent working with the printed, recorded, taped or audio-visual materials (books, pamphlets, catalogs, slides, filmstrips, etc.)?

0. none
1. less than 20%
2. 20-40%
3. 40-60%
4. more than 60%

(15) Which materials do you find most useful in the career center?
0. films
1. books on careers
2. handouts to take home
3. slides
4. career magazines

(16) Which career center programs and services do you find most useful?
0. speakers' programs
1. group counseling with career counselor
2. individual counseling with career counselor
3. field trips to places where people work
4. speakers' seminars

(17) From which activities do you learn most about your expected career areas?
  0. paid work experience
  1. exploratory work experience without pay
  2. vocational training in the school classroom
  3. school shop or consumer education classes (woodshop, home economics, etc.)
  4. academic classes (math, English, history, etc.)

(18) How often do you have difficulty finding what materials you need in the career center?
  0. never
  1. sometimes
  2. often

(19) How much of your time in the career center has been spent assisted by the career counselor?
  0. almost none
  1. less than 5%
  2. 5-10%
  3. 10-20%
  4. more than 20%

(20) Has the time spent assisted by the work experience coordinator been:
  0. extremely helpful
  1. helpful
  2. so-so
  3. not of much help

(21) Has the time spent with the career counselor been:
  0. extremely helpful
  1. helpful
  2. so-so
  3. not of much help

INTEREST SURVEYS AND INVENTORIES

We would like to know about the interest surveys and inventories which you may have taken.

(22) Which of the following interest inventories have you taken most recently?
  0. JOB-O
  1. COPS
  2. Kuder
  3. OVIS
  4. I have not taken one of those listed above

(23) Who told you what the results meant?
  0. the teacher
  1. the program or grade level counselor
  2. the career counselor
  3. someone else helped me interpret the results
  4. no interpretation has been given
  5. haven't taken an interest inventory

(24) Choose from among the following the statement which best expresses your feelings about the results of the inventory:
   0. I felt that the test gave a generally good (accurate) representation of my interests, aptitudes, and abilities.
   1. I feel that the test results did not reflect very well where my interests are.
   2. Most importantly, it showed me where my strong areas are.
   3. Most importantly, it showed me where my weak areas are.
   4. Haven't taken an interest inventory

(25) Have you gone to a career center to find out more about recommended job areas?
   0. Yes
   1. No

(26) Have you had a conference with the career counselor to discuss some aspect of your career plans?
   0. Yes
   1. No

CAREER CENTER EVALUATION

1. Estimate the percentage of students who visit the career center for each of the following reasons:

Strictly voluntary (on a drop-in basis)	____________%
For an orientation or mini-unit in the career center	____________%
For instruction related to work experience	____________%
For a career course	____________%
Other (specify)	____________%
	100%

2. Promotional Activities:

	Yes	No
Do career center personnel visit classes to discuss career center activities?	____	____
Are career center activities publicized in the daily bulletin?	____	____
Does the career center have its own newsletter?	____	____
Do career center personnel conduct classwide orientations to the career center?	____	____

OCCUPATIONAL INFORMATION I

TRAINING COMPONENT

Occupational/Educational Information, Part I
(To be conducted in a well-equipped career center)

TOPIC

Identification and Use of Career Resources

WORKSHOP OUTCOMES

Participants will be able to identify, use, and evaluate occupational/educational resources.

WARM-UP ACTIVITY

Have participants complete "Occupational Title Quiz" (attached) and share their answers. (Answers are: 1-c, 2-a, 3-c, 4-c, 5-b, 6-a, 7-b, 8-b, 9-b, 10-c)

INTRODUCTION

Briefly discuss the types of information available from occupational/educational resources:

1. Labor market trends and local requirements
2. Job-related skills for obtaining employment
3. Training agencies (college, vocational schools, armed forces, etc.)
4. Career briefs on numerous occupations (demand, compensation, training, promotional possibilities, etc.)
5. Media materials (films, filmstrips, tapes and slides, video cassettes) covering a multitude of topics regarding specific careers or career clusters

TRAINER STRATEGIES

1. Conduct an occupational/educational information materials demonstration using resources in a well-equipped career center. Participants should be allowed time for hands-on exploration of selected resources.
2. Have each participant review the information sheets and complete the worksheets on content and use of Dictionary of Occupational Titles (DOT), Occupational Outlook Handbook (OOH), and Guide for Occupational Exploration (GOE), showing how each supports and complements the others.

3. Instruct the participants, "You are now responsible for starting and stocking a brand new career center. Separate into groups of four and reach a consensus regarding the five most essential resources for your center."
4. Ask each participant to evaluate at least three items of occupational information using "Career Information Evaluation Guidelines." Ask participants to select one printed occupational information item and determine the reading level, using the Gunning formula (attached).

EVALUATION STRATEGY

Evaluation will be based on the completion of workshop activities.

TIME

One-day workshop

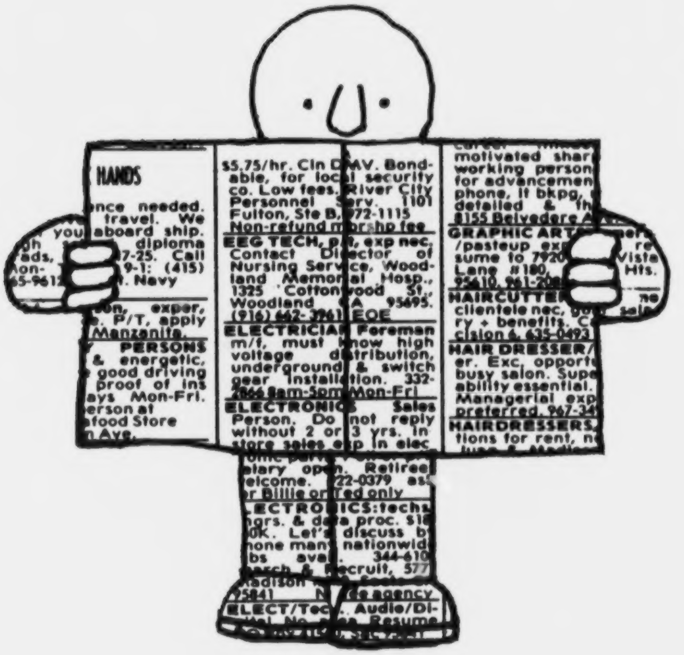
RESOURCES

Career center materials and equipment:

1. U.S. Department of Labor. Dictionary of Occupational Titles. Superintendent of Documents, U.S. Government Printing Office. Washington, DC, 1977.
2. U.S. Department of Labor. Exploring Careers. Superintendent of Documents, U.S. Government Printing Office. Washington, DC.
3. U.S. Department of Labor. Guide for Occupational Exploration. (No longer available from the U.S. Government Printing Office. Limited copies may be available from McKnight Publishing Co., P. O. Box 2854, Bloomington, IL, 61701 (309) 663-1341.)
4. U.S. Department of Labor. Occupational Outlook Handbook. Superintendent of Documents, U.S. Government Printing Office. Washington, DC.
5. Vital Information for Education and Work. Request information from the California County Superintendents VIEW Consortium (Los Angeles, Sacramento, San Bernardino, San Diego, and Stanislaus Counties), 1982.

OTHER TOPICS TO CONSIDER

Advanced occupational/educational resources
How to use resources to "sell" your career center
Staff development
Using career center resources in school curriculum


HANDS
EEG TECH
ELECTRICIAN
ELECTRONICS
GRAPHIC ART
HAIRCUTTER
HAIR DRESSER
HAIRDRESSERS

OCCUPATIONAL TITLE QUIZ

One major component of career information is occupational information. Developing skills in finding, evaluating, and using occupational information is very important. In addition, it can be interesting and fun. Try the following quiz. Read each of the items and put a check mark beside the letter for the answer you think best describes the job title. The answers are given in the "Warm-up Activity" part of the introduction to this section.

1. Anchor Tacker
    (a) works on a ship
    (b) makes the mold for casting anchors
    (c) works in a shoe factory

2. Crabber
    (a) operates machine in a textile mill
    (b) operates a log loading machine
    (c) cleans crabs in a packing plant

3. Top Screw
    (a) is in charge of a group of cowhands
    (b) tightens screws in furniture
    (c) turns the adjusting screw in a cider press

4. Aerodynamist
   (a) conducts safety inspections of military aircraft
   (b) performs on the high wire in a circus
   (c) tests the design of aircraft and missiles

5. Firesetter
   (a) lights fireworks at public displays
   (b) works in a light bulb factory
   (c) sets backfires to stop forest fires

6. Balloon Dipper
   (a) dips toy balloons into dye
   (b) operates a machine that makes rubber tires
   (c) dips metal parts into a plating solution

7. Holiday-Detector Operator
   (a) prints holidays on calendars
   (b) detects defects in pipeline coating
   (c) records when a worker has left the job

8. Ripper
   (a) destroys worn-out paper
   (b) operates machine in a furniture factory
   (c) repairs seams in clothing

9. Hogshead Opener
   (a) works in a slaughterhouse
   (b) works in a tobacco factory
   (c) works in a tavern

10. Jogger
   (a) runs errands in a packing plant
   (b) cuts notches in furniture
   (c) straightens stacks of paper

INFORMATION SHEET: DICTIONARY OF OCCUPATIONAL TITLES (4th Edition)

PURPOSE: To provide "a comprehensive body of standardized occupational information for purposes of job placement, employment counseling and occupational and career guidance, and for labor market information services."

METHOD:

Occupational definition - "a collective description of a number of individual jobs performed, with minor variations, in many establishments"

Each definition has six parts:

1. Occupational code number (see below)
2. Occupational title
3. Industry designation - often differentiates between jobs with identical titles but different duties (refer to pp. xvii-xxii in DOT)
4. Alternate titles - less commonly used
5. Body of the definition
    - -Lead statement summarizes and gives essential information.
    - -Task element statements specify tasks the worker performs.
    - -"May" items describe duties required in some individual jobs but not others.
6. Undefined related titles: variation or specialization of the base title

The DOT code number is a 9-digit code unique to a particular occupation which provides information about the job and access to other information sources based on the DOT classification system.

Each set of 3 numbers designates a particular classification category:

-First 3 digits classify the job position itself as it relates to all the other possible occupations (refer to pp. xvi-xviii in DOT).

-First number indicates one of 9 broad categories (refer to pp. xxxiv-xxxv in DOT).
-Second number breaks the category into divisions.
-Third number separates the division into groups.

-Middle 3 digits represent a "worker functions" code that may relate to any occupational group. It classifies the particular occupation in terms of the responsibility and judgment required of the employee with regard to data, people, and things. The more complex functioning in any area is assigned a lower number (refer to pp. xvii & 1369 in DOT).

-Final 3 digits represent "the alphabetical order of titles within the same 6-digit code groups."

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ORGANIZATION:

Information about a particular occupation can be accessed in 3 ways:

1)	The Occupational Group Arrangement based on DOT codes	p. 15
2)	The Alphabetical Index of Occupational Titles	p. 965
3)	Occupational Titles Arranged by Industry Designation	p. 1157

ADDITIONAL FEATURES:

Worker functions - explanation and description of terms	p. 1369
Glossary - technical words whose meaning differs from common usage	p. 947
Industry Index - alphabetical ordering of all industries identified in DOT definitions.	p. 1363

	Category	Division	Group		Data	People	Things		Alphabetical order of titles
EXAMPLE:	0	4	5	.	1	0	7	-	0 1 0

PRACTICE IN THE USE OF THE DICTIONARY OF OCCUPATIONAL TITLES

1) Below is a DOT code.

187.167 - 030

a) Describe the meaning of the first six digits (pp. xxxiv, xxviii, 1369).

Digit one	____________________	Digit four	______________________
Digit two	____________________	Digit five	______________________
Digit three	__________________	Digit six	______________________

b) List, alphabetically by occupational title, digits seven, eight, and nine.

c) What occupation does this code designate? (p. 128)

____

2) There is a job opening for a CAT CHASER listed in the placement center. What does a CAT CHASER do? (p. 990)

____

In what industry does he or she work? _____________________________

3) A student you're counseling wants to work in the air transportation industry but doesn't know what kind of jobs are available. Find a list of jobs for him or her to consider (p. 1363).

____

INFORMATION SHEET: OCCUPATIONAL OUTLOOK HANDBOOK
(1980-81 Edition)

PURPOSE: To provide a current, comprehensive source of occupational information including projections for the future

METHOD: Occupation or industry description including: (pp. 3-7)

1) Nature of the work
2) Working conditions
3) Places of employment
4) Training, other qualifications, and advancement
5) Employment outlook
6) Earnings
7) Related occupations
8) Sources of additional information

- Section on where to go for information	(p. 8)
- Overview of job prospects to 1990	(p. 16)
- Assumptions economists use to arrive at predictions	

ORGANIZATION: Information about a particular job or industry can be accessed in 3 ways:

1) By industry	(p. viii)
2) By DOT number	(p. 626)
3) By alphabetical list	(p. 635)

INFORMATION SHEET: GUIDE FOR OCCUPATIONAL EXPLORATION (1979 Edition)

Purpose: To provide information about the interests, aptitude, adaptabilities and other requisites of occupational groups in order to allow students to compare these requirements with their own interests and aptitudes, including:

- Practical groupings of jobs in terms of occupational interest and work requirements
- Bridge between the individual and potentially suitable fields of work
- Down-to-earth, easily understood language--therefore may be used directly by student with or without counselor assistance

Method: Numerical classification system--a 6-digit code defining a unique subgroup of occupations with similar requirements: (p. 1)

- Each set of 2 numbers designates a particular classification category.
- First 2 numbers indicate the 12 broad interest areas (with narrative description). (pp. 8 & 9)
- Second 2 numbers indicate work groups within interest areas (groups requiring most education and training are listed first).
- Third 2 numbers indicate subgroups of specific occupations within work groups (arranged by industry).

Work group description--a broad statement about the typical duties of jobs that fall within that group plus five information items/questions about the work group requirements: (p. 6)

1) Work performed (types of work activities)
2) Work qualifications (skills and abilities)
3) Relation of life experiences to work involved (work experience, hobbies, extracurricular activities, skills, classes)
4) Ways of preparing for the work (training, work)
5) Other important considerations

List of specific occupations (with DOT numbers) arranged into subgroups within each work group

Organization: Information about the requirements of a particular occupation can be accessed in 2 ways:

1) Defining/refining personal interest-ability information (p. 8) (pp. 325 & 327)

2) Alphabetic arrangement of occupations (p. 336)

PRACTICE IN THE USE OF THE GUIDE FOR OCCUPATIONAL EXPLORATION

1. Assign the following "liked" activities to interest areas and work groups (pp. 8 - 12):

	Interest Area		Work Group	
	No.	Title	No.	Title
a) Working on own car	_____	______________	_____	______________
b) Chemistry class	_____	______________	_____	______________
c) English composition class	_____	______________	_____	______________
d) Cutting and fixing a friend's hair	_____	______________	_____	______________
e) Leading recreation activities for kids during the summer	_____	______________	_____	______________

2. A student has taken the COPS and has an indicated interest in Skilled Business. What work group(s) should he/she explore?

____

____

3. A student has indicated an interest in operating clerical machinery. How can he/she prepare for a clerical occupation? (p. 245)

____

____

4. There is a job opening for a Kiss Setter (p. 512)

   a) What is the GOE classification number? ______________________

   b) What subgroup would this job fall under (p. 215)? ______________

   c) What industry (p. 80)? ______________________________

   d) What are the skills needed for this job? ____________________

   e) What is the DOT number? _____________________________

   f) What does a Kiss Setter do? __________________________

CAREER INFORMATION EVALUATION GUIDELINES

Title of Information ____

Source of Information ____

Evaluated by ____________________ Date ________ School ____________

Weak Fair Strong

I. TIMELINESS ____ ____ ____

A. Is the publication up to date?
B. Does it give an accurate description of the occupation as it exists today?

II. OBJECTIVITY ____ ____ ____

A. Is the publication unbiased?
B. Is it free from stereotypes?
C. Is it free from job glorification?
D. Does it use statistics properly?

III. RELIABILITY ____ ____ ____

A. Does the publication identify the source of information?
B. Is the author or source well qualified to discuss the occupation?
C. Does the source substantiate its claims with data?

IV. SPECIFICITY ____ ____ ____

A. Is the occupation clearly identified?
B. Is the publication free from ambiguous statements?
C. Is there a sufficient degree of detail?
D. Does the document use the standard titling and coding of the Dictionary of Occupational Titles?
E. Will its use require professional interpretation or is the material presented so that anyone can read and understand it?

V. COMPLETENESS ____ ____ ____

A. Does the publication cover more aspects of the occupation?
B. Does it describe:
   1. Stability or instability of jobs?
   2. Geographic distribution of jobs (oceanographers in the desert)?
   3. Physical mobility (household and family) required?
   4. Hazards or unpleasant working conditions?
   5. Hours and overtime?

    6. Seasonality?
    7. Glamor (e.g., airline and fashion jobs)?
    8. Specific living conditions required (mining town)?
    9. Possible effects on the individual's way of life, including social aspects? (Ministers must be very moral.)
    10. Sources of personal and job satisfaction?

C. Does it identify the demand for the occupation (local, national, etc.)?
D. Does it specify entrance and training requirements?
E. Does it indicate rewards and opportunities for advancement?

VI. ATTRACTIVENESS ____ ____ ____

A. Is the information appealing to students?
B. Is the format attractive and well organized?

OVERALL EVALUATION: ____ ____ ____

Poor Fair Good Excellent

CRITERIA FOR EVALUATION OF OCCUPATIONAL INFORMATION

Is the source authoritative? (Government publications are usually good, but not necessarily so.)

Is it current?

> Check copyright date. (This isn't foolproof as recent revisions may not contain up-to-date information.)
>
> Date-stamp all materials when received. This gives a continuing indication of the time when the piece of occupational information should be reviewed, which is not less than every two years.

Is it objective?

> Does it make definite statements, or is it vague and general?

Is it comprehensive?

> Does it:
> Describe the occupation, including what the worker does?
> Include data on training needs and sources?
> Provide information on other qualifications, such as personal, physical, aptitudes, worker traits?
> Cover benefits?
> Describe prospects, including demand for and supply of workers to be needed in the foreseeable future? Upward and lateral mobility?
> Give information on rates and ranges of pay?
> Include information on related occupations? Alternate occupations?

Does it give information on other factors relating to the occupations?

Does it indicate the importance of the occupation to society as a whole?

Does it give information on any special characteristics such as suitability?

> To work in the home?
> Or to return to work after an absence?
> On occupational immobility?

Does it make use of the standard titling and coding system of the *Dictionary of Occupational Titles* so that it can be easily grouped and compared with other materials about the same job?

Is the presentation itself effective?

> Is the wording graphic and interesting?
> Is the format attractive and well organized?
>
> If not, can you afford to use it?
> Does it have a regional slant? National?

If it does not bring a yes to all of these criteria, don't throw it away. Just use it appropriately for the information it contains.

GUNNING'S FORMULA TO GAUGE THE LEVEL OF READING DIFFICULTY

1. Count a sample of 100 words.

2. Count the number of words with three or more syllables. Let's say it comes to . . . 10

3. Compute average number of words per sentence. Let's say it comes to . . . 15

4. Add the two figures from steps 2 and 3.

$$\begin{array}{r} 10 \\ \underline{+15} \\ 25 \end{array}$$

5. Multiply the total by .4.

$$\begin{array}{r} 25 \\ \underline{x.4} \\ 10.0 \end{array}$$

The answer is the approximate reading grade level.

OCCUPATIONAL INFORMATION II

TRAINING COMPONENT

Occupational/Educational Information, Part II

TOPIC

Classifying and Accessing Career Center Resources

WORKSHOP OUTCOMES

Upon completion of this workshop, participants will be able to tentatively select an information classification system for use in their career center.

WARM-UP ACTIVITY

Ask participants to complete the handout "The Classification Systems." As a part of the self-introduction, participants will share their current classification method, including advantages and disadvantages.

INTRODUCTION

Discuss the importance of classifying information for effective student access. Present the strengths and weaknesses of various filing systems:

1. Alphabetical
2. Bennett plan — fields-of-work index
3. Coded plan — Dictionary of Occupational Titles
4. Worker trait
5. School subject
6. Interest area
7. California plan

Refer to "Filing Systems" for additional information.

TRAINER STRATEGIES

1. Have participants brainstorm things that should be included in an effective classification system and suggest easy methods for students to access them. Post the ideas for participants to copy.

2. Have participants make a tentative decision for the classification system they will use or have been using in their career centers, stating why they chose it, its advantages, and its limitations.

3. Ask participants to complete "The Classification System" handout as a post-test.

4. **Optional strategy: Using the handout "The Classification Systems," participants will match the alphabetical, Bennett, DOT, school subject, interest areas, and California plan filing systems with the recognized merits and limitations associated with each system. Refer to "Filing Systems" for the details of each system.**

EVALUATION STRATEGY

Evaluation is based upon completion of workshop activities and on results from "The Classification System" handout.

TIME

Approximately three hours

RESOURCES

Johnson, Clarence. Developing Facility Maintenance Competencies for Career Resource Center Technicians, Module 21, American Institutes for Research, Palo Alto, CA, 1978.

OTHER TOPICS TO CONSIDER

Location and arrangement of information and resources
Need for central file
Dissemination of information to students (individually and in groups), parents, staff, and community

CLASSIFICATION SYSTEMS

Activity: Six basic filing plans are listed at the top of the chart. Down the left-hand side are listed merits and limitations. You are to place an X in the spaces under each filing plan to indicate the merits and limitations of that plan.

		Alphabetical Plan (Louisiana Plan)	Bennett Plan	Coded Plan (Dictionary of Occupational Titles)	School Subjects	Interest Areas	California Plan
MERITS:	It fits all materials.						
	It is expandable.						
	It can be easily used.						
	It is economical.						
	It relates to other filing plans.						
	It can be purchased ready to go.						
LIMITATIONS:	It is oversimplified.						
	It does not take care of natural groupings of occupations.						
	It does not take care of levels of occupations.						
	It does not allow for overview of the world of work.						
	It causes user to expend a large amount of time to find appropriate materials.						
	It is too cumbersome.						
	It does not tie in with areas of interest and/or aptitude.						
	It is far too complex to use without much training.						
	It is set up primarily for counselor use.						
	Changes in materials will cause a revision of plans.						

FILING SYSTEMS

This information has been included as resource material because the choice of a filing system is a sophisticated decision. This topic might be of interest to experienced Career Resource Technicians.

OBJECTIVE

Select the merits and limitations of six systems used in filing occupational information.

Using the scoring sheet "The Classification Systems," participants will match the alphabetical, Bennett, DOT, school subject, interest areas, and the California plan filing systems with the recognized merits and limitations associated with each system.

INTRODUCTION

Occupational information has to be filed so that every student will be able to find what he/she is interested in at that time. There are many systems by which this information can be filed. Each has definite advantages and disadvantages.

The system you choose for your Career Resource Center will be selected to fit your constraints. You and the users should be able to locate relevant occupational information in the shortest amount of time. Your filing plan should be easy to explain and teach to others.

The purpose of the learning module is to provide you with knowledge about filing systems for occupational information. Each system will be explained describing as much as possible the merits and limitations of each. After the discussion, you will be asked to complete a chart checking the merits and limitations of those systems presented.

CRITERIA FOR AN ACCEPTABLE FILING SYSTEM

There are three major criteria for choosing or constructing a filing system for your school.

1. The system should be designed to accommodate all materials obtained, both commercial and free. Some occupational classification systems do not allow for some publications.
2. The filing system must be expandable to cover any possible future inclusions. It must also be simple enough for use without any special training.
3. The system you adopt must be economical to install and operate and, if possible, to use with present equipment and materials, such as file folders.

RECOGNIZED FILING SYSTEMS

1. ALPHABETICAL PLAN: This type of filing system, developed by the Louisiana State Department of Education, is the most simple; it is an alphabetical arrangement of 389 titles of which each is an occupational field or an industry arranged in simple alphabetical order.

   Merits: It is economical and easy to set up and use.

   Limitations: Any straight alphabetical system oversimplifies. It does not take into consideration natural groupings of occupations or industries, nor does it take into consideration levels of occupations or actual work functions of occupations. It, therefore, becomes difficult and time-consuming to bring together needed data to study related occupations and/or related fields.

2. BENNETT OCCUPATIONS FILING PLAN: This plan, once known as the Michigan plan, presents an alphabetical fields-of-work index for filing unbound occupational information. The plan has undergone several revisions, but the basic plan has remained the same. "It is a simple, self-explanatory system designed to be used independently by students at all levels." The headings have been adopted from the Dictionary of Occupational Titles but are much broader. This allows related materials to be filed closer together. The unbound material is filed under 393 fields of work. All labels for fields of work are printed in red. To identify related occupations, there are 698 cross-references printed in blue on gummed labels under the major headings.

   Merits: The system is economical and easy to set up and use. The filing plan and bibliography can be purchased with or without the set of 1088 gummed labels inclusive of a brochure relating school subjects to the fields of work.

   Limitations: The basic occupational groupings do not include any overview of the world of work. Further, there is no tie into areas of interest or of aptitude.

3. CODED PLAN: This filing system is referred to as the Dictionary of Occupational Titles plan. Since the DOT was first published, its classification system has become the base for filing systems for governmental agencies and commerical organizations as well as for many "homemade" filing plans. In this system, the filing of occupational information will be by means of coded or numerical arrangement.

   Depending on the size of the file, the DOT plan can be expanded to the extent of the total DOT classification structure (21,000 occupations) or can be restricted to as small as the user would like. The revised edition of the DOT offers two arrangements of a classification structure as a basis for an occupational file: the occupational group arrangement and the worker-trait arrangement.

Occupational group arrangement. The following nine occupational groups can be used as the basis for a filing plan:

- Professional, technical, and managerial occupations
- Clerical and sales occupations
- Service occupations
- Farming, fishery, forestry, and related occupations
- Processing occupations
- Machine trade occupations
- Bench work occupations
- Structural work occupations
- Miscellaneous occupations

Each of these headings can be subdivided to the extent the career resource technician would care to expand.

Worker-trait arrangement. This filing system corresponds to the 114 broad areas of work. These begin in an alphabetical sequence--art, business relations, clerical work, etc. Each of these worker-trait groups can be subdivided to the extent the technician would care to expand.

Merits: The coded plan fits all materials, and it is expandable. It provides students an overview of the world of work and indicates related fields, thus encouraging extensive occupational exploration. The system allows for communication with other agencies and with commercial organizations.

Limitations: The coding system was developed on the qualification of experienced workers, not for those planning to enter into the occupation. The classification system is basically industry oriented rather than worker oriented, thus creating a category of miscellaneous occupations. The DOT system itself is complex, and therefore much effort must be allocated to learn and teach the structure of the codes. The DOT plan was never intended to be used as a filing system for occupational literature.

Some commercial filing plans based on the DOT plan are available. Two of the most recognized companies that have developed commercial plans are Chronicle Guidance Publications and Science Research Associates.

4. SCHOOL SUBJECTS: This filing system attempts to group occupations by school subjects. This plan obviously is helpful to students as well as to teachers in that the student can locate occupational information related to the subject(s) in which the student excels.

Merits: The system is expandable and be easy to use.

Limitations: This system has many drawbacks. First, it requires a judgment by the career resource technician on which school subject is related to the occupational information. Second, the student can expend vast amounts of time sifting through excessive amounts of literature. Finally, the filing system can become far too complicated for use with other institutions.

5. INTEREST AREAS: This plan calls for filing occupational information according to areas of interest. This approach will necessitate the school's adopting one interest inventory so that interest categories are established.

    Merits: This plan is expandable and easy to use by students and especially so if there is an interest inventory administered to all students.

    Limitations: The filing system will become costly as each interest area category of occupations will have to be subdivided by area and occupation; e.g., interest in outdoor subdivided into forestry subdivided into forest ranger. Many occupations do not fit into an interest category but overlap many. Finally, if the institution decides to change interest-measuring instruments, the complete filing plan would have to be revised.

6. THE CALIFORNIA PLAN: This plan was devised to correct the negative aspects of other systems. The plan includes an alphabetical arrangement within classified subgroups, subject grouping based on interest and ability, a simple numbering/coding system, and no miscellaneous category. It is an all-inclusive system, and other filing system material can be easily relocated.

    The divisions of materials are:

    I. Vocational
    II. Educational
    III. Personal

The subdivisions are:

I. Vocational

    A. Occupations
    B. Trends and Outlooks
    C. Legislation
    D. Special Groups
    E. Job Training
    F. Employment

II. Educational

    A. Status and Trends
    B. Schools, Colleges, and Universities
    C. Scholarships, Fellowships, Grants, and Loans

III. Personal

    A. Planning
    B. Adjustment

A file then will be indexed by: I. (Major Division), A. (Subdivision), 1. (Occupational Field), a. (Specific Data).

Merit: This system includes all materials. It is expandable and economical in that control over its size is guaranteed. It is easy to use with a minimal amount of training. It relates jobs with similar jobs through a job cluster system.

Limitations: Because it has been designed to be used by professional counselors, students with less knowledge of job classification may have difficulty in using it. To understand the system, they must learn this particular job cluster system.

JOB SEARCH TECHNIQUES

TRAINING COMPONENT

Job Search Techniques

TOPIC

The Art of Successful Job Searching

WORKSHOP OUTCOMES

Participants will be able to identify a minimum of seven strategies to enhance the art of interviewing and name five tips for completing a job application.

WARM-UP ACTIVITY

Have participants select a title from "The Name Game" and allow them three minutes to determine a role, place of business, service rendered, level of skill for the job title. Pair participants and ask them to briefly (two minutes) interview each other without divulging the job titles. After the interview, have each person introduce his/her partner with a summary from the interview. Ask the group to determine the title selected by that person.

INTRODUCTION

Develop a short lecture to set the stage for the experiential activities. Include information on preliminary activities for the interview, researching the company, attire, knowing yourself, selling yourself, what to look for during the interview, what to do following the interview, etc. (see "Sample 'Employer' Questions").

TRAINER STRATEGIES

1. Have the group brainstorm why someone might fail at an interview. Use the handout "Why Employers Do Not Hire Students" to supplement brainstormed list. Discuss the results as they relate to lecture.

2. Develop a series of role plays, where two or three pairs do a "Fictional Company" research scene. Have participants use their job titles from the warm-up activity and "interview" a company representative (secretary, manager, custodian, clerk) to find out more about the fictional company. Use the "People Love to Talk About Themselves!" handout.

3. Obtain two role players for a mock interview, one playing the employer, the other the candidate. Give the candidate five minutes to prepare. The employer will be given the "Sixteen Most Asked Questions" handout to prepare for the role. The remainder of the group will observe and rate the candidate, using the candidate evaluation sheet ("Job Candidate Interview-Evaluation Sheet"). Discuss the role play, results, feelings, etc. Develop a list of interview units (refer to the handout "Interview Hints").

4. Pose to the group the question "What would you do as a follow-up to this mock interview?" List suggested strategies on the chalkboard.

5. Distribute the handout "The Application" and review the hints it identifies. Discuss how the handout could be used with students.

6. Have the group summarize what they got out of the training event. Have them share how they will use the ideas, knowledge, and activities in their career centers.

EVALUATION STRATEGY

Evaluation will be based upon the response of participants to questions asked during the workshop focusing on the research, interview, and interview follow-up phases of seeking employment.

TIME

Approximately three hours

RESOURCES

Bolles, Richard. What Color Is Your Parachute? Ten Speed Press, Berkeley, CA, 1981.

Martin, Gail M. "Getting Chosen: The Job Interview and Before." Occupational Outlook Quarterly, U.S. Department of Labor, Bureau of Labor Statistics, Washington, DC, Spring 1979.

Medley, H. Anthony. Sweaty Palms: The Neglected Art of Being Interviewed. Lifetime Learning Publications, Belmont, CA, 1978.

OTHER TOPICS TO CONSIDER

Being assertive
Appropriate telephone techniques
The job application
Preparing the resume
How to dress for the interview
Where to find contacts
Placement information
Employment search techniques

THE NAME GAME

WHAT'S IN A TITLE? EVERYTHING!

Give yourself a title! At the very moment you do that--and make yourself believe it--the goal becomes a reality. Give yourself credit and use descriptive titles when writing a resume or filling out a job application. For example, stating that you are a secretary tells a potential employer very little. Try some of these descriptive titles on for size. Remember, you can call yourself anything you want to--and that includes changing your name if you don't like it!

* *

ADMINISTRATOR

ADVISOR

ANALYST

ARRANGER

BUDGET MANAGER

COLLABORATOR

COMMUNICATOR

COORDINATOR

CREATOR

CONTRACTOR

COUNSELOR

COMMUNICATIONS RELATIONS EXPERT

CROSS CULTURAL RELATIONS EXPERT

DELEGATOR

DEVELOPER

DISTRIBUTOR

DIRECTOR

EVALUATOR

EDITOR

EDUCATOR

EXPERT

FACILITATOR

GROUP LEADER

LIAISON

MODERATOR

MANAGER

MEDIATOR

NEGOTIATOR

ORGANIZER

OPERATIONS ANALYST

PROBLEM SOLVER

PROGRAM DEVELOPER

PRODUCER

PROMOTOR

PLANNER

RECRUITER

RESEARCHER

REVIEWER

SPEAKER

SUPERVISOR

TEACHER

TEAM BUILDER

TRAINER

WRITER

SAMPLE "EMPLOYER" QUESTIONS

Researching the employer before the interview is an absolutely vital step in the successful interview:

What does the firm do? ______________________

How old is the company or how long has it been in business? ______________________

Where are its plants, stores, offices? ______________________

What are its products or services? ______________________

What has been its growth? ______________________

How do its prospects for the future look? ______________________

Does the company's product or service have a long-term market? ______________________

Who is in charge of the company? ______________________

Who is in charge of the department you would be working for? ______________________

Who are the competitors? ______________________

How many in the field? ______________________

Are they large or small? ______________________

What are the company's financial prospects? ______________________

What are the firm's services/products/distinctions? ______________________

What kinds of jobs does it have that I could do? ______________________

Have you researched your employer so carefully and thoroughly, do you know the company so well, that you could second-guess what the hiring criteria are apt to be?

If it is out of your local area, remember the employer will be curious about your ability to adjust to the new environment. Know something about the area as well.

WHY EMPLOYERS DO NOT HIRE STUDENTS

1. Lack of planning for career--no purpose and goal
2. Lack of interest and enthusiasm, passive, indifferent
3. Lack of confidence and poise, nervous, ill at ease
4. Never heard of company
5. Poor appearance
6. Overbearing, overaggressive, conceited, superior attitude, know-it-all
7. Inability to express self clearly; poor voice, diction, grammar
8. Overemphasis on money, interest only in best dollar offer
9. Poor scholastic record, just got by
10. Unwilling to start at the bottom, expects too much too soon
11. Makes excuses, hedges on unfavorable factors in record, evasive
12. Lack of tact
13. Lack of maturity
14. Lack of courtesy, ill-mannered
15. Condemnation of past employers
16. Lack of social understanding
17. Marked dislike for school work
18. Lack of vitality
19. Failure to look interviewer in the eye
20. Limp, "dead fish" handshake
21. Indecision
22. Friction with parents
23. Sloppy application form
24. Wants job only for short time
25. Lack of knowledge of field of specialization

26. Lets parents make decisions
27. No interest in company or in industry
28. Emphasis on whom he/she knows
29. Unwillingness to go where sent
30. Cynical
31. Narrow interests
32. Poor handling of personal finances
33. Inability to take criticism
34. Lack of appreciation of the value of experience
35. Radical ideas
36. Late to interview without good reason
37. Asks no questions about the job
38. Indefinite responses to questions

PEOPLE LOVE TO TALK ABOUT THEMSELVES!

Personal contacts and field research will (1) enable you to uncover and determine the best career opportunities available; (2) make you more familiar with a particular industry; (3) give you a competitive edge over others who are not as focused as you; and above all, (4) increase your self-confidence!

When you are gathering information from personal contact, here are some suggested key questions to ask. Write them down beforehand. It saves time and shows you are serious.

1. WHAT TRAINING IS REQUIRED?
2. WHAT SKILLS ARE REQUIRED IN YOUR JOB?
3. WHAT IS YOUR TYPICAL DAY LIKE?
4. WHY DO YOU LIKE/DISLIKE YOUR JOB?
5. WHAT IS THE BEST WAY TO GET INTO YOUR FIELD?
6. WHAT IS THE EARNING POTENTIAL?
7. WHAT TYPE OF PERSONALITY FITS WELL INTO THIS FIELD?
8. WHAT IS THE TURNOVER IN YOUR INDUSTRY?
9. WHO ELSE CAN YOU SUGGEST THAT I TALK TO IN ORDER TO:
    a. learn more about the job?
    b. apply for a job?
    c. make more contacts?
10. HOW DO YOU THINK I WOULD FIT INTO THIS FIELD?
11. WHAT PROFESSIONAL PUBLICATIONS DO YOU SUGGEST I READ?

As you think of other questions, add them to the list. It is important to test your ideas about a career with people who are actually doing the work. Finding out that a career is not right for you is just as valuable as finding one that is!

SIXTEEN MOST ASKED QUESTIONS IN INTERVIEWS AND SUGGESTED ANSWERS

1. "What would you do if...?" (Imagined situations that test a person's knowledge of the job) A calm approach is a best bet--no rush statements. It is far better to cushion your statements with answers like "One of the things I might consider would be," and then give your answer. If you commit yourself to a process of what you WOULD do, and it isn't one THEY would like or consider, you are in an awkward position. Giving your answer a cushion of being one of several possible choices is a better answer.

2. "In what type of position are you most interested?" Job titles and the responsibilities that go with them vary from employer to employer, so cover both sides of the question--tell them what kind of FUNCTION you like--such as "I am good at accounting and math, and organizing information etc., and positions related to these skills such as accounts payable."

3. "Have you had a driver's license revoked?" Reasons for this question include finding out that a revoked driver's license can be an indication of other problems--bad driving record, arrests for drunk driving, the possibility of medical problems with eyesight, or limiting disabilities.

4. "What jobs have you held, how did you obtain them, and why did you leave your last job?" The first part of this question is just reporting fact; the second part is to determine if there were problems with your last employment. It is important that whatever the situation is, your answers do NOT reflect badly on the previous company--the interviewer's feeling is that if you speak badly about your last company, you will speak badly about the next one that hires you.

5. What are your ideas on salary? One good approach is to ask, "Can you discuss your salary range with me?" Using this method, you are asking the interviewer to give you a way to relate to what you can possibly expect. This will allow you to compare this to what you think your time is worth.

6. Why do you think you would like to work for our company? Everyone wants to feel cared about or chosen, and employers are no exception. The usual answer to the question is "I am looking for a job," which is saying that your only interest in the company is that the company has something that YOU want--a job opportunity--but it doesn't make the employer feel as though you care about the company. ONE OF THE MOST IMPORTANT THINGS YOU SHOULD DO BEFORE YOU GO TO AN INTERVIEW, OR ASK FOR ONE, IS TO FIND OUT ALL YOU CAN ABOUT THE COMPANY. Information is available in the business section of any library or from the chamber of commerce. Do your homework so that you will have work to come home from.

7. How long do you expect to work? The truth is that a company will keep employees only as long as they are useful. From your point of view, you are not going to work for a company past the time that it is good for you. The best answer here would be "As long as it is good for both of us." It's an honest response.

8. Can you get recommendations? The ability to get references and the kinds of people you choose to recommend you are almost more important than the information in the actual references. A church leader, a business leader, or a teacher is a better choice than your next-door neighbor.

9. Are you willing to go where the company sends you? Remember that it is difficult to predict what you will be doing on a job and a company that needs flexibility in its staff may not consider someone who cannot or will not move. YOU have to make the decision as to whether the job or your location is more important to you.

10. Are you looking for a permanent or a temporary job? If you are interested in just financial survival and want to take anything you can get, relate honestly that you would prefer full-time, permanent work with the company. However, if you can be placed immediately only in part-time work, then working part-time with them is good for you until they can hire you on a full-time basis.

11. Tell me something about yourself. This is the time you should be telling the employer that you are happy to talk about yourself and ask what it is that he/she wants to hear about--this approach prevents open-endedness so you are not floundering. But if he/she says, "Just tell me about yourself," hop in happily with the reasons you feel that your skills and background are good for the job. You will seldom have a better opportunity than this to sell yourself well.

12. We have many qualified applicants. Why do you think we should hire you for this job? One of the best approaches here is to convey that you are not in a position to evaluate the other candidates so you cannot give the interviewer any answers on their qualifications, but you can answer well about your own and that you believe that your background, experience, and interest in the job equip you to handle the work well. Remember, an interviewer can argue facts, but he/she can't argue with your feelings, and if you say you feel or believe you can do the work, you are being believably honest.

13. Have you had any serious illness or injury? This is a breeze if there aren't any problems, but if there are, or have been, be prepared the right way--have a signed CLEARANCE from your own doctor to take with you to the interview, stating you are physically well, in good health, and able to meet the demands of a work station.

14. What are your weaknesses, and what are your strengths? Smile when they ask this one--have a list made up for yourself that you have memorized about what it is that you do best, such as "I work well with other people on a team basis," etc. Then make your weaknesses possible strengths--for instance, "One of my weaknesses is that I find it hard to release responsibility; so frequently I spend a lot of time on my own doing the job myself."

15. Do you have any questions about the company or job? Every employer, down at the bottom of his/her company heart, believes that myth that

good people are hard to find--and if asked, a good person is always one who is really interested in the company and in the job that he/she does--so this is an ideal time to relate your interest, enthusiasm, and commitment to the company and the job.

16. How do you feel about working with a younger or older supervisor? Isn't it amazing that supervisors are people, too? Your concern, of course, is that you do the best job possible for the company. The supervisor is there to help, and age is not a criterion of ability to do this.

NOTES:

JOB CANDIDATE INTERVIEW-EVALUATION SHEET

DIRECTIONS:
CIRCLE ONE NUMBER ONLY FOR EACH ITEM

5 - EXCELLENT
4 - VERY GOOD
3 - GOOD
2 - FAIR
1 - POOR

1.	Prompt	5	4	3	2	1
2.	Well groomed	5	4	3	2	1
3.	Suitably dressed	5	4	3	2	1
4.	Well postured	5	4	3	2	1
5.	Polite	5	4	3	2	1
6.	Well mannered	5	4	3	2	1
7.	Good work habits	5	4	3	2	1
8.	Well informed	5	4	3	2	1
9.	Confident	5	4	3	2	1
10.	Frank	5	4	3	2	1
11.	Well spoken	5	4	3	2	1
12.	Cooperative	5	4	3	2	1
13.	Enthusiastic	5	4	3	2	1
14.	Curious	5	4	3	2	1
15.	Mature	5	4	3	2	1

INTERVIEW HINTS

1. Go to the interview alone.
2. Arrive at least ten minutes early.
3. Do not chew, eat, or smoke during the interview.
4. Don't get annoyed or restless while waiting.
5. Smile when greeting the interviewer.
6. Don't expect the interviewer to get up.
7. Don't sit down until you are asked to do so.
8. Let the interviewer take the initiative.
9. Look directly at the interviewer when talking.
10. Don't use slang expressions.
11. Never criticize others.
12. Don't boast or beg.
13. Do not contradict the interviewer.
14. Don't discuss personal problems.
15. Relate your qualifications and experiences readily.
16. Stress your strong points.
17. Answer questions in full rather than "yes" or "no."
18. Do not fidget.
19. Show interest in the job.
20. Leave promptly when the interview is terminated.
21. Express appreciation for the interview.

THE APPLICATION

BEFORE YOU PUT PEN TO PAPER---

CHECK THE APPLICATION OVER

Read the application all the way through before you begin filling it out. Many applications have instructions or comments you should be aware of on the last page or portion of the application form.

BEWARE OF THE FINE PRINT

In many cases, particularly large companies' forms, there are directions in fine print under some of the block headings such as "complete in your own handwriting," "please print," or "put first name first." Care in following these directions is essential as it indicates to many employers your ability to read and follow instructions, in addition to how careful you are.

BE PREPARED WITH YOUR IDENTIFICATION

Have your Social Security number card, your driver's license, the names, addresses, telephone numbers, and ZIP code numbers of those people you have CONTACTED and who have consented to provide you with a good reference. If you have the reference letters ready, this is even better--take the originals AND machine copies with you. You won't want to leave original letters, but it's important that they see them in the original form.

CREATE A MASTER APPLICATION FORM

Have an application that you keep permanently that is already completed perfectly, checked and rechecked for accuracy, spelling, correct addresses, hiring and termination dates for previous employment. It is much easier to complete a well-written application if you don't have to recreate the material every time you write out an application blank.

COMPLETING THE FORM

Copy your information from the master form, taking the time to make it look exceptionally neat and well organized--REMEMBER, ALL THAT IS LEFT OF YOU WHEN YOU LEAVE IS THAT PIECE OF PAPER. HOW IT LOOKS REPRESENTS YOU.

Fill out all blanks. If they do not apply, put in a dash mark or an N/A (not applicable) to indicate that the area got your attention and that you did not overlook it.

That hurried scrawl you used to get into the interview sooner remains after you are gone. Block print if your handwriting is bad. (Unless they request your handwriting.)

THE MOST COMMON MISTAKES

1. Many applications require that you circle the highest school year and then ask for the name of the school. Many applicants circle

the year, but put in the school name by its initials using no city or state to complete the identification and the interviewer then has to ask.

2. Failure to sign the application when it is completed.

3. Those who ignore the military service brackets of the application form should indicate N/A if they have not had service.

4. Applications completed in pencil--they fade and rub off in a very short time, making them difficult to read. If the employer has a choice about which application gets the most attention, the one that is easiest to read is easiest to deal with.

5. Applicants do not reread the application all the way through, word for word, to catch errors of omission or commission before they turn it in--then have to explain or apologize during the interview for a goof.

6. Many times there are sections for your comments on the application form. Most applicants make a simple statement like "I would really like to have a job." And this is all they say. This is the place where you tell the company that it is the one you have CHOSEN to work for. This is a great way to get into good conversation when you get into the interview after the interviewer has looked the application over.

7. Applicants often insert fuzzy information on the job history section, such as machinist, and then fail to list what exact machines were used.

SOME GOOD IDEAS

Most people are not sure about exact employment dates or termination dates, or even position titles and salary if it has been a long time since they have worked for a company. Send your former employers a stamped, self-addressed postcard with spaces marked out for verification of your employment with them. You will want a start date, termination date, position, and your last salary. This will make certain that your records agree with theirs. Employment history is verified most of the time before you are hired, and being several months off and inaccurate as to your work history is fairly common. It is most unusual to have exact dates, and if you want to appear well-organized and accurate, this is one way.

If it is possible, pick up two application forms from the company before the interview and have the original beautifully completed when you arrive. It will save you waiting time in many cases and will also allow you to have a complete record of what is on the application form in the company files if you are hired.

DO THE APPLICATION AS THOUGH YOUR FUTURE DEPENDS ON IT. IT JUST MIGHT.

DECISION-MAKING SKILLS

TRAINING COMPONENT

Decision-Making Skills

TOPIC

Helping Students Learn Career Decision-Making Skills

WORKSHOP OUTCOMES

Participants will be able to identify the main elements of the decision-making process and systematically use the process in making career-related decisions.

WARM-UP ACTIVITY

The purpose of this activity is to give you an opportunity to meet other workshop participants and to obtain information that will be used later in the workshop.

Have participants choose a partner within the group and introduce themselves. Have participants select from the following list one topic they both agree to discuss.

- A decision which made me the happiest
- The most important decision I have made
- A decision I would like to remake
- A decision I soon will have to make

Allow participants approximately five minutes to discuss their topic. After the discussion, ask partners to review the process they used for deciding on a topic. (What steps did they go through? Did one of them make the decision and the other agree? If not, how was the choice of topic made? Was it a mutual decision?) Then have participants introduce their partners to the entire group and describe the decision-making process they both used.

INTRODUCTION

Make a presentation on the decision-making process using the following information:

The decision-making process is a critical factor in career planning. Although the process is influenced by emotions, knowledge of the process enables a person to bring together the necessary personal and career information upon which to base career decisions. When career center technicians fully understand the decision-making process and how values (i.e., what persons consider important to them) affect choices, they can

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assist students, teachers, and counselors in integrating personal values and available occupational information into satisfying career decisions. (An important reference, Teaching Personalized Decision Making, is included in the resource list; it illustrates decision-making exercises for various grade levels.)

As career information experts, career technicians can guide students through the levels of occupational information. The first level of occupational information is descriptive (job facts). The Dictionary of Occupational Titles and the Occupational Outlook Handbook are examples of resources providing descriptive occupational information. The second level of occupational information focuses on the psycho-social aspects of a job (the feel of a job) and includes a continuum of resources from films, videotapes, or sound film strips to speakers from different occupations. Whether career information is gathered from printed materials or from people, career technicians can emphasize the options available and enlarge the basis for career choices.

This module addresses the steps in the decision-making process. It emphasizes the importance of values awareness and clarification, the consideration of well-researched alternatives, and the need to integrate values and occupational information in the process. Reference is also made to the effect of personal risk taking and the possibility of changing decisions after action has been taken.

TRAINER STRATEGIES

1. Lead a discussion of the handout "Introduction to Decision Making." Then ask participants to complete individually the handout "Decision-Making Profile." Review the main elements of the decision-making process through discussion in the large group.

2. After they complete exercises on the handouts "The Decision Agent" and "Self-Evaluation," have participants in small groups discuss their reactions and report them to the large group.

3. If possible, have participants take Super's Work Values Inventory (not provided in this handbook) individually, score it, and choose their top three values after looking over the "Description of Values."

4. Conduct a values auction activity (refer to "Values Auction" and "Values Auction Worksheet") with the trainer as auctioneer. Following the auction, have participants discuss how they felt during the process and how, with some changes of values, this method could be used to stimulate students' thinking at different levels. In summary, ask participants to choose their three top values for later use.

5. Read the situation outlined on the handout "Citrus Unified School District." Have participants complete the handout "Systematic Decision Making." Then, using the handouts "Decision-Making Work-

sheet" and "Instructions for Decision-Making Worksheets," have participants use three alternatives and three values in order to assess the desirability of the available career options. (The trainer needs to check on progress because some participants may become confused. Summarize the experience through discussion of reactions.)

6. Using the decision-making process in strategy 5, have participants think of a job-related decision and complete the handout "Action Plan" to outline the steps necessary to reach the decision. The action plan should include the what, the how, and the when. For example, the technician had thought about encouraging some juniors to seek interviews for information. He/she takes information from job interview resources, reconstructs it to his/her needs, provides it to some students who are advanced in their career planning, and helps these students seek interviews with community people who have already participated in the career center's speaker program.

EVALUATION STRATEGY

Evaluation will be based on successful completion of the "Systematic Decision Making" exercise and the completion of a satisfactory action plan as judged by the instructor.

TIME

Approximately six hours

RESOURCES

Brew, Sally, and Gelatt, H.B. Teaching Personalized Decision Making, Department of Program Development, Office of the Santa Clara County Superintendent of Schools, 100 Skyport Dr., San Jose, CA 95110, 1980.

Winocur, S. Lee. Helping Elementary School Students Develop Decision-Making Skills, Module 47, American Institutes for Research, Palo Alto, CA, 1978.

Super, D. Work Values Inventory. Houghton Mifflin, Palo Alto, CA 94304, 1970.

(Two publications printed by College Entrance Examination Board titled Deciding and Decisions and Outcomes are out of print. The exercises from these can be helpful if you can locate copies.)

OTHER TOPICS TO CONSIDER:

Values clarification
Life planning
Group planning
Goal setting

INTRODUCTION TO DECISION MAKING

Your students make dozens of decisions every day: for example, how to act, where to go, what to say, what to wear. They usually do it without paying very much attention to the process. Most of their decisions are made from habit, almost as if they have been programmed to decide in a particular way. As a matter of fact, in a way they have been programmed. Their pattern of making decisions has developed over the years as a result of experiences which they have had, combined with mental operations which they have found successful. Are their decision-making patterns good? Bad? Can they learn to improve them? What effect can you have on the process?

Decision making, according to experts, is a skill that can be learned. Like reading, this skill requires both instruction and practice. Do you know that you can help your students to improve the quality of their decision making just by taking the time to help them analyze their decision-making pattern?

What Exactly Is Decision Making?

Decision making happens whenever a person carefully considers information and then makes reasoned choices among two or more possible alternatives. A person is not limited to making reasoned choices just for major issues, such as for whom to vote. More personal decisions involve choosing as well. For instance, what to do with a child who swears on the playground or whether or not to buy a new car.

Is Decision Making Different from Problem Solving?

Yes, it is. Problems usually have a "best" answer. A math problem, for instance, has one correct answer. Decisions, on the other hand, have no right or wrong answer. Each decision maker selects an alternative which will be most satisfying for him/her. What is right for you may not be for me. For example, you may decide never to have children in the belief that the world is already overpopulated. I, on the other hand, may decide to have children in the belief that part of my purpose on this earth is to regenerate and continue the species.

What Is Involved in the Decision-Making Process?

To be a successful decision maker you must be able to know yourself, interpret the behavior of others, analyze what is happening around you, get pertinent information, think of alternatives and understand the consequences of each, and act on what you consider "best."

For example, before deciding to attend an optional after-school field trip, a fifth grader reported thinking, "How interesting does the description sound? Do I have the time? Am I eligible? Where can I get the money? Which of my friends are going? Do I really want to go?" She needed to get information to answer each of these questions. For funding, our heroine considered collecting and returning soda bottles, selling an old bike, using savings, or borrowing from her brother. She decided that collecting bottles would take too long; she might need the bike; and her brother would probably charge her interest on the money. So she dipped into her piggy bank. She later told her parents she had had a great time and thought the trip well worth the money.

Knowing yourself is important because each decision you make is limited by what you are capable of doing, what is important to you, and what you are willing to do. If you don't know how to drive, you do not have a choice between walking or driving, but if being independent is important to you, you will want to learn to drive.

Understanding what is going on around you and interpreting the behavior of others gives you valuable clues that help you to gain a true picture of yourself. We depend on other people to give us all the information that we need to survive.

It is important to be able to "read" others just as we read a book. For instance, if you want to join a certain group, the behavior of members of that group would give you good information as to whether or not you would be welcome. Observing the way members treat other people with interests, abilities, and values similar to yours would give you good information as to whether or not membership would be satisfying to you. After getting this data, you might decide that you no longer value membership, or you might decide that you feel comfortable with these people and that you might even be willing to change in some way in order to make membership possible.

When Does a Decision Need to Be Made?

Whenever we are made aware of a difference between what we have and what we would like to have, the way things are and the way we would like them to be, what we see compared to what others see, or even what we read compared to what we have personally experienced, we feel the need to resolve the difference. Some people become ill at ease. Others even feel threatened. This is called a decision situation or a problem. Being able to clearly describe the "gap" helps us to define our goals or intentions. The decision maker must know what she/he wants before making a choice. Learning decision-making skills increases the possibility that you will achieve what you want.

Why Do We Need to Collect Information Before Making a Decision?

Because changes constantly occur within us and around us, everything we do brings new information. If our way of gathering information is sufficient, we gain a sense of balance. We are able to form a true picture of the world in our mind. For example, if you had a runny nose and a sore throat, but were due to leave for a week's vacation in Hawaii for which you had saved for many months, would you go? Now, what if you had that runny nose and sore throat, but then you found out that you were also running a fever and that half of the students in your class were not in school because of an epidemic of flu, would you choose the same solution? It has been suggested that there are four mistakes commonly made in collecting information: (1) not considering alternatives; (2) not knowing what is possible; (3) assuming data are unimportant; (4) collecting useless information. Can you think of an experience illustrating one of the above mistakes?

When Collecting "Facts," Do We Distort What We See?

We tend to see the world, not as it really is, but as we want it to be. That is why information, "feedback," from others is so important. It helps us to be aware of many of our hidden desires so that we can lessen their influence. Abigail Van Buren, who advises millions of Americans annually regarding their marriage difficulties, reports that one of the major causes of early divorce is the inability of young people to be open to the advice of others regarding their chosen mate. Their choice is too often based on their wishes rather than what is real.

How Can You Tell When You Have Collected Enough Information?

Most successful decision makers keep hunting for information until they have accumulated facts about alternatives, outcomes, probabilities, and desirabilities. In order to determine when you have collected enough information, you must ask yourself: What ways are possible (alternatives)? How might things turn out (consequences)? How likely is something to happen (probabilities)? What outcomes are most desirable (values)?

What Is a Decision-Making Strategy?

A strategy is a way of making a choice. It is a pattern for decision making. Without a strategy we either let others influence us or make no decision at all (which, after all, is really a decision). Choosing and using different strategies can be learned. It is important that no strategy is good or bad by itself. We develop our way of responding over a lifetime. Sometimes we are successful and sometimes not. Each decision maker has a preferred way, a choice, a strategy, which may change when a situation calls for it. Nine strategies have been identified as typical of most decision-making styles:

1. Impulse - "Do what you think of first."
2. Fatalistic - "It's all in the stars."
3. Compliant - "Anything you say, dear."
4. Delaying - "I will think of that, tomorrow."
5. Agonizing - "It's just too big to handle."
6. Planning - "Let's get organized."
7. Intuitive - "I have a hunch."
8. Paralyzed - "I cannot face that yet."
9. Wishing - "Taking the long shot."

Although we will probably never understand all the reasons why we decide as we do, we are able to improve our decision-making skills by analyzing, as objectively as possible, the way we make decisions and comparing our strategies with those of other people.

Can We Trust "Common Sense" in Making a Decision?

When we look out the window, the world looks flat. Common sense, usually based on our experiences, would tell us that it is flat. Because experience is often limited, common sense is not always a reliable index of truth. In predicting outcomes, however, experience is a definite help. As a person tries to imagine how things will turn out, she/he mentally "acts out" the situation. The richer the real life experiences, the more accurate the images will be and the better the predictions. In planning a meal, for example, you might decide to make and serve a souffle. If you had never had the experience of making a souffle, you might invite the guests to arrive at a particular time and, in order to be ready for your guests, prepare your souffle far in advance. However, if you had experienced souffles in the past, you would know that they must be served immediately, or they will collapse. With experience, you would be better able to decide on the appropriate time to bake your souffle.

Is There a Relationship Between Decision-Making Ability and Self-Esteem?

There is. When we find a successful way to make decisions, our confidence increases for meeting future situations. We gain an awareness that we are able to figure out what will probably work for us, and we gain more freedom because we can think of more opportunities for action. Our self-esteem is thereby enhanced. For example, you might be feeling quite bored or lonely one rainy Saturday afternoon. You consider watching television, going to the movies, or going to a museum. You decide to try the museum, and then you go. You find that getting out, being with other people, and observing some objects which you have never seen is really a pleasurable experience. Because you have made that satisfying decision, you learn that you are able to deal with loneliness, and you gain a greater sense of freedom because you now have an additional alternative to select whenever you are feeling lonely or bored in the future.

Why Is the Decision-Making Process Considered Crucial for Students?

The world is changing so rapidly that it is highly unlikely that we will always retain the same career. A student today is predicted to have a minimum of six different occupations during his/her lifetime. It becomes vitally important, therefore, that youngsters gain skills that allow them to feel confident that their decisions are right for them and are not always left to chance. Learning the skills of decision making gives people the flexibility and power to change with change, thereby reducing their feeling of uncertainty and the influence of chance on their career choices.

When a person selects an occupation, she/he chooses a way of life--a lifestyle. Success with a job can determine one's social status, friendships, leisure activities, and even marriage partner. Preparing for a career means preparing for life.

Source: S Lee Winocur. Helping Elementary School Students Develop Decision-Making Skills, Module 47, National Consortium on Competency-Based Staff Development, Palo Alto, CA, 1978.

DECISION-MAKING PROFILE

Instructions:

On the profile below circle one number (1, 2, or 3) next to each statement, indicating how you see yourself as a decision maker.

Now, think of a person whom you consider to be an excellent decision maker. Place an X on the answer most like that person.

		Usually Like This Person	Sometimes Like This Person	Seldom Like This Person
1.	Usually knows the things that are important to him/her.	3	2	1
2.	Talks about things she/he is interested in doing.	3	2	1
3.	Is not shy when discussing things she/he is good at doing.	3	2	1
4.	Can put her/his finger on a problem where one occurs.	3	2	1
5.	Asks direct and clear questions.	3	2	1
6.	Understands another point of view.	3	2	1
7.	Is curious.	3	2	1
8.	Searches for information from a variety of sources.	3	2	1
9.	Is creative, inventive.	3	2	1
10.	Has a good imagination.	3	2	1
11.	Seems to anticipate consequences.	3	2	1
12.	Is not overly concerned with being right.	3	2	1
13.	Cooperates well with others.	3	2	1
14.	Does not procrastinate in choosing.	3	2	1

	Usually Like This Person	Sometimes Like This Person	Seldom Like This Person
15. Sticks to a decision after careful thought.	3	2	1
16. Pays attention to feelings and hunches.	3	2	1
17. Can change opinion when convinced of better alternatives.	3	2	1
18. Likes to try new things.	3	2	1
19. Is proud of self. Feels she/he is someone good to know.	3	2	1
20. Does not mind being different from others.	3	2	1

TALLY

Add the points circled and place the total on the line labeled "Myself"; add the points marked with an X and place the total on the line "Ideal Decision Maker." How are the two sums different?

____
Ideal Decision Maker

____
Myself

47-60: You make decisions easily. You might try focusing your attention on one skill that indicates some weakness.

33-46: You are a good decision maker, but there is room for improvement. Practice your skills.

20-32: You need some help, but you are trying. This workshop will give you some valuable feedback.

THE DECISION AGENT

Sometimes it is especially important to ensure that you make a good decision. Consequently, people often have someone else help them make important decisions. They might use a stockbroker, a lawyer, a doctor, or an architect for certain difficult situations in which a decision has to be carefully thought out. When you have important decisions to make, you want experts to help you. Now, imagine a new kind of expert. Instead of a stockbroker who is an expert on investments or an architect who is an expert on designing, assume there is a "decision agent"--an expert on decision making. You can employ him or her to make your decisions for you. The following questions may help you learn something about yourself or about the decisions that are important to you.

A. Assume your city has a limited number of decision agents. You can assign only three decisions in your life to the agent. Which three would you assign?

1. ______________________________
2. ______________________________
3. ______________________________

B. Assume your city requires you to assign all decisions in your life except three to a decision agent. Which three would you not assign?

1. ______________________________
2. ______________________________
3. ______________________________

C. For each decision in question A, what instruction would you give your decision agent? Why?

1. ______________________________
2. ______________________________
3. ______________________________

SELF-EVALUATION

To have freedom of choice and to develop the power of self-determination require certain decision-making skills. The following self-evaluation exercise might help you see where you are before you start on a program to improve your decision-making skills. Use the scale below to rate your skill at making decisions. Put the appropriate letter on the line beside the skill.

A = I think I am very similar in ability to an excellent decision maker.
B = I think I am close to the best but not quite as skilled as the best.
C = I still have to learn more about how to do this in order to become really good.
D = I need a lot more experience with this in order to be able to do it satisfactorily.

I RATE MY SKILL OR ABILITY:

___ 1. To go about getting what I need to know.

___ 2. To know what is important or what is not important information.

___ 3. To use the information and to apply it to a decision.

___ 4. To become aware of and to clarify my values.

___ 5. To be able to rank my values and apply them to a critical decision.

___ 6. To know what an objective is and how to set one for myself.

___ 7. To be able to use my goals, values, and beliefs to establish clear objectives for myself.

___ 8. To be able to develop new alternatives or possible actions when the available ones are not satisfactory.

___ 9. To be able to narrow down the number of alternatives when a confusing array or too many are available.

___10. To estimate the chances that certain outcomes will occur.

___11. To rank various possible outcomes of a decision on the basis of their desirability to me.

___12. To be able to analyze the special nature of a critical decision including its long-range consequences and the closing off of future opportunity.

___13. To use a strategy for making critical decisions.

RESULTS: You probably rated yourself high in some skills, low in some skills, and average in others. You are very unusual if you rate high in most skills. The activities that follow will give you a chance to learn and practice these decision-making skills. It is expected that your ability will improve after you have had this practice. You may want to rate yourself again when you have finished.

DESCRIPTION OF VALUES
for
SUPER'S WORK VALUES INVENTORY

Achievement: A value associated with the sense of accomplishment and doing a job well. Achievement describes a task-oriented person who likes work with tangible results.

Altruism: This work value, or goal, is present in "work which enables one to contribute to the welfare of others." Girls tend to make somewhat higher scores on the altruism scale than do boys, but both sexes show a decline in raw scores with age during adolescence (if grade differences are interpreted as age differences), boys showing a more considerable change. Men and women in social service occupations, such as the Peace Corps, teachers, and counselors, make high scores on this scale--higher than do most men and women. However, the average scores for most groups tend to be relatively high. White collar workers tend to make higher scores on this scale than blue collar workers.

Associates: A value associated with "work which brings one into contact with fellow workers whom he/she likes." The people in lower-level skilled occupations value associates more than those in more demanding fields. It has been shown in many studies using other methods that, for the semi-skilled especially, whether white collar or blue, the social life of the job is more important than the nature of the work itself.

Creativity: A value associated with "work which permits one to invent a thing, design new products, or develop new ideas." Creativity is related to artistic and scientific interests on the Strong and Kuder inventories.

Economic Returns: A value or goal associated with "work which pays well and enables one to have the things he/she wants." Economic returns represent a type of value often referred to as materialistic, the attaching of importance to tangibles, to earnings. Boys and men make higher scores on this scale than do girls and women.

Esthetic: A value inherent in "work which permits one to make beautiful things and to contribute beauty to the world." Esthetic values are related to similarly named traits (artistic interests) on the Strong and Kuder interest inventories.

Independence: Associated with "work which permits one to work in his/her own way, as fast or as slow as he/she wishes."

Intellectual Stimulation: Associated with "work which provides opportunity for independent thinking and for learning how and why things work." Intellectual stimulation appears to assess a quality which characterizes people with professional and scientific interests on an abstract Type A person for using intellectual abilities and for exercising one's judgment.

Management: Associated with "work which permits one to plan and lay out work for others to do." Management values characterize business students, people interested in contact occupations, and persons in occupations requiring that they plan their own work even if not that of others.

Prestige: Associated with "work which gives one standing in the eyes of others and evokes respect." Prestige taps a desire for the respect of others rather than for status or for power. It is related to interest in business contact occupations. Most people attach considerable importance to this value.

Security: Associated with "work which provides one with the certainty of having a job even in hard times." Security is somewhat related to economic returns, as is to be expected in the case of a second kind of material value. It reflects, too, a degree of interest in getting the rewards of work.

Supervisory Relations: A value associated with "work which is carried out under a supervisor who is fair and with whom one can get along." Supervisory relations denote the attaching of importance to getting along with the boss.

Surroundings: A value associated with "work which is carried out under pleasant conditions--not too hot or cold, noisy, dirty, etc." Surroundings, the material environment in which the work is done, tend to be important to people with interests which are not specifically in the work itself, but in its concomitants.

Variety: Associated with "work that provides an opportunity to do different types of jobs." Variety reflects a pleasure rather than a task orientation and is a value that generally receives a relatively low place in the hierarchy of values tested.

Way of Life: Associated with the kind of work that "permits one to live the kind of life he/she chooses and to be the type of person he/she wishes to be." Way of life assesses a value which does not seem to be highly developed in young people at low socioeconomic levels.

VALUES AUCTION

Leader: "We are ready now to begin the auction. Before we begin, let me make some comments. First, you are not restricted in your bidding to what you budgeted. If, during the auction, you decide to spend more than budgeted, you may do so as long as the total amount spent never exceeds $2,000. Second, when you buy an item, the amount paid for it is gone from your budget. If you bid and do not get the item, the money budgeted can then be used on another item. Third, please enter the top bid for each item in the last column, "Top Bid," on your handout. Now let us begin. Who will open the bidding at $50 for . . . ?"

Note to leader:

1. If an item is not popular enough with the group at the outset to begin at $50, lower the minimum bid to get the bidding started.
2. When bidding seems finished on any given item, move toward closure with "going once, going twice, sold to ___ for $___."
3. It is best to keep dollar bid jumps in $50 amounts or higher. Smaller increments slow the auction.
4. Proceed through the auction until each item has been auctioned off.

VALUES AUCTION DISCUSSION

Leader: "Now I would like you to consider the $2,000 as representing your life. It is the total amount of time, energy, strength, etc. that you have available for investing in your values. As you budgeted, you were engaged in a rational approach to your values. As you participated in the auction, your emotions may have begun to take over on certain items. Thus, the second column represents your emotional response to your values. You need to look at and listen to what your feelings and behavior say about your values."

Note to leader:

The following sequence of activities may be helpful in conducting the values auction discussion.

1. In a go-around find out what each person bought and how he/she feels about the purchase.
2. Ask a series of questions which allow participants to identify and describe their attitudes and values.
   - How did you feel during the auction?
   - How did you feel when engaged in a real contest with someone over the same item?
   - Did you stick closely with the amount budgeted?
   - Did your emotions upset your rational plans and deprive you of other value areas later because your resources were gone?
   - Did you consistently stop short of getting a value item you wanted because you were reluctant to take a risk?

- Did you "bargain bid" and spread yourself so thin that you ran out of resources later on a more valued item?

Participants may get clues through this auction experience as to what they value. Allow plenty of time for people to discuss the preceding questions. While the values auction if often fun, it also sparks a lot of feeling and thinking that may need to be explored.

VALUES AUCTION WORKSHEET

	Account I Budgeted	Highest Am't I bid	Top Bid
A satisfying and fulfilling marriage			
Freedom to do what you want			
A chance to direct the destiny of a nation			
The love and admiration of friends			
Travel and tickets to any cultural or athletic event as often as you wish			
Complete self-confidence with a positive outlook on life			
A happy family relationship			
Recognition as the most attractive person in the world			
A long life free from illness			
A complete library for your private use			
A satisfying religious faith			
A month's vacation with nothing to do but enjoy yourself			
Lifetime financial security			
A lovely home in a beautiful setting			
A world without prejudice			
A chance to eliminate sickness and poverty			
International fame and popularity			
An understanding of the meaning of life			
A world without graft, lying, or cheating			
Freedom within your work setting			
A really good love relationship			
Success in your chosen profession or vocation			

CITRUS UNIFIED SCHOOL DISTRICT

February 25, 1986

Notice of Recommendation That Services Will Not Be Required

You are hereby notified that it has been recommended to the Governing Board that you be given notice that your services will not be required for the ensuing school year, 1986 - 1987.

The reason for this recommendation is as follows:

> The average daily attendance in all of the schools of the district for the first six months in which school was in session for the current school year has declined below the corresponding period of school year 1984 - 85. It is the opinion of the Governing Board that it is necessary by reason of the above condition to decrease the number of certificated and classified employees in the district. As a consequence, the services of the corresponding percentage of the employees of the district shall be terminated at the close of the current school year in accordance with Education Code Section 44955.

You are advised that you may request a hearing before the Governing Board to determine whether there is sufficient cause for not employing you for the 1986 - 87 school year.

Your request for hearing must be in writing and delivered to the district office on or before March 20, 1986. If you fail to request the hearing on or before this date, your failure to do so shall constitute a waiver of your right to a hearing.

SYSTEMATIC DECISION MAKING

Step I: State the decision to be made in the form of a question: (What shall I do?)

____

Step II: List possible alternative actions: (What could I do?)

Alternative #1____________________________________

Alternative #2____________________________________

Alternative #3____________________________________

Alternative #4____________________________________

Alternative #5____________________________________

Step III: List information needed in order to evaluate alternatives: (What do I need to know and who can supply the information?)

For Alternative #1 I need to know:______________________

____

For Alternative #2 I need to know:______________________

____

For Alternative #3 I need to know:______________________

____

For Alternative #4 I need to know:______________________

____

For Alternative #5 I need to know:______________________

____

Step IV: Go back to Step II and add or clarify alternative actions:

Revised Alternatives:

Alternative #1____________________________________

Alternative #2____________________________________

Alternative #3____________________________________

Alternative #4____________________________________

Alternative #5____________________________________

DECISION-MAKING WORKSHEET

The decision to be made: ____________________

List in priority order values that are relevant to this decision.

Values	Weights	Alternative Actions				
		1	2	3	4	5
1	(50)					
2	(40)					
3	(30)					
4	(20)					
5	(10)					
	Column Totals:					

INSTRUCTIONS FOR DECISION-MAKING WORKSHEETS

a) Weigh each value against each alternative. For example, how does #1 value measure up when rated against Alternative #1?

Most favorably?	(10 points)
Favorably?	(8 points)
Neutral?	(6 points)
Not favorable?	(4 points)
Definitely not favorable	(2 points)

Write the appropriate number of points in the shaded area of the first square. Continue until you have completed all the shaded triangles.

b) Multiply each of the value weights by the numbers you have written in the shaded areas. Write this number in the unshaded portion of the square.

c) Add the numbers in the unshaded areas for each alternative. Write the sum in the total column at the bottom of each column.

d) Which alternative action has the largest sum? ____________________

e) Is this an alternative you find desirable? ____________________

f) Does this alternative have a good probability (possibility) of succeeding? ________________ If not, can you think of other alternatives to consider under Step II or Step IV on the handout "Systematic Decision Making"?

g) What are some of the barriers to implementing this decision?

____

____

h) What are some of the gains and losses if this decision is implemented?

	GAINS	LOSSES
SELF		
OTHERS		

ACTION PLAN

GOAL: ______________________________
(What will you do? When will you do it? How will you know you have done it?)

Alternate Plans:

____

____

____

Date to check progress & consider alternate plans:

	Completion Dates	How will you know when you have accomplished each step?
Step #5		
Step #4		
Step #3		
Step #2		
Step #1		
	NOW	

DIRECT STUDENT SERVICES: PERSONAL ASSESSMENT

TRAINING COMPONENT

Personal Assessment

TOPIC

Self-Assessment

WORKSHOP OUTCOMES

Participants will be able to use the Interest Check List (U.S. Department of Labor) and identify the eight criteria used to judge an interest inventory or checklist.

WARM-UP ACTIVITY

Form groups of four participants and ask each participant to complete the Interest Check List (attached) according to directions.

INTRODUCTION

Make a presentation on the use and purpose of interest checklists or inventories. Use the Interest Check List (ICL) as an example because it is free and readily available to all schools. Because it is not copyrighted, it can be modified to fit the population with which it is used. For example, more statements can be added to the worker trait groups and the reading level can be lowered by rephrasing the activities.

Interest checklists or inventories are for the purpose of stimulating career exploration, not for predicting interests. Criteria for judging checklists or inventories follow below, using the ICL as the example.

1. Cost - free (duplication only)
2. Administration time - 15-30 minutes (Time depends on individual or group administration. Group administration is advised if the reading level is undetermined.)
3. Scoring feedback time - immediate (Five double checks are suggested, but this can be increased if general exploration is the goal.)
4. Reading level - approximately 9th grade (About the 6th-7th grade level would definitely be best.)
5. Conceptual level - most statements understood when read (However, help should be available.)

6. Reporting forms - worker trait group references tied directly into GOE and WTGG (See resources.)

7. Fitting population - easily modified

8. Sampling of interests - all worker trait groups, with the chance of increasing the number of items in any group

The reading level of most interest inventories runs 11th grade level to college senior. They tend to be beyond the reading range of many high school students. If one cannot read the checklist or inventory, how does one comprehend the statement and apply it to oneself? The validity of the whole procedure becomes very doubtful.

Since this is only a checklist, career technicians are encouraged to interpret it. Actually, many students can utilize the results in exploring the literature on their own. However, many technicians are hesitant to interpret, thus the need for the interpretation practice. It is assumed that the contact between technician and student would be a short one, no more than five minutes.

The ICL is suggested for 9th or 10th grade students in most schools. Another instrument which might be used at the 11th or 12th grade level is Holland's Self-Directed Search Form E (SDS). The ICL deals with interests as described through job activities. The SDS uses several approaches, but combines ability estimates with interests which could give different occupational possibilities. Also, the SDS is not modifiable in the sense that the ICL is; therefore, there may be problems in understanding terminology.

TRAINER STRATEGIES

1. After participants complete the Interest Check List (see Warm-up Activity), distribute the handout "Instructions for Administering and Using the Interest List" to each participant. Have each small group come up with two reactions to the ICL to contribute to the whole group in a discussion led by the trainer.

2. Discuss the eight criteria to judge the ICL, and rate it with the help of the participants.

3. Have participants write down at least two ways they can modify the checklist to better suit their students. (Use the information from strategies #1 and #2 above.)

4. Have each small group member take turns in role playing a student and career technician. This means there will be four interpretations of around five minutes each. While two persons are role playing, two persons are evaluating. Some discussion may follow each role play. Interpret the ICL of a volunteer participant as a demonstration to help ease the tension. During this interpretation all participants should utilize the evaluation form "Evaluating an

Interest Inventory Interpretation in the Career Center Setting" so that they can practice for the small group role playing. Encourage discussion and questions about use of the form; follow the demonstration with small group practice sessions.

5. Discuss how an assessment corner could be established in a career center with self-scoring checklists and inventories and card sorts for occupations, values, personal characteristics, abilities, and leisure activities. Refer to "Occupational Interest Checklist" as an example self-assessment form.

   Simple checklists could be developed to set up a speaker program based on student interest in potential occupations or to conduct follow-up studies of alumni to learn what jobs they have now.

EVALUATION STRATEGY

Evaluation will be based on the results of the "Evaluating an Interest Inventory Interpretation" exercise.

TIME

Approximately three hours

RESOURCES

Winefordner, David W. Worker Trait Group Guide. McKnight & McKnight, Bloomington, IN, 1978.

Guide for Occupational Exploration. U.S. Government Printing Office. Department of Labor, Washington, DC, 1979.

Holland, J.L. Self-Directed Search, Form E. Consulting Psychologist Press, 577 College Avenue, Palo Alto, CA 94306, 1978.

COPS System. EDITS, P.O. Box 7234, San Diego, CA 92107.

JOB-O. Career Materials, P.O. Box 4, Belmont, CA 94002.

Development of 1979 Revision of the Interest Check List. Uses Test Research Report No. 36, Division of Testing, Employment and Training Administration, U.S. Department of Labor, Washington, DC, March, 1982.

Instructions For
Administering and Using
The Interest Check List
1979

U.S. Department of Labor
Employment and Training Administration
U.S. Employment Service
Washington, D.C. 20213

Introduction

The Interest Check List (ICL) is a technique developed to help the counselor identify the counselee's occupational interests. It is especially useful with counselees who have no definite, stated work interests or who are not aware of the variety of jobs and occupational fields that exist. No score is obtained from the Check List. It is not a test, but rather a counseling aid. It is an exploratory device from which the counselor and counselee can investigate together the range of vocational interests of the counselee.

Earlier editions of the ICL were related to previously used classification structures of the USES *Dictionary of Occupational Titles* (DOT). The 1979 edition of the ICL is designed for use with the occupational classification structure of the new USES *Guide for Occupational Exploration*. The *Guide* contains all 4th edition DOT-defined occupations (except military) organized according to an interest-oriented structure developed specifically for use in vocational counseling. By utilizing the *Guide's* descriptions of Interest Areas and the Work Groups, the counselor will be able to assist the counselee to understand his/her occupational interests. But even more important, the *Guide* will be useful for additional occupational exploration focused on those Work Groups where interests seem strongest. Suggestions for using the *Guide* in career exploration and occupational choice appear in Chapter II of that publication.

The 1979 edition of the ICL was developed by the California Test Research Field Center, with general guidance from the Testing Division of the U.S. Employment Service.

Content

The ICL consists of 210 work activity statements representing the broad range of activities in the American economy. These items were selected to reflect a sampling of jobs found in the 66 Work Groups described in the *Guide for Occupational Exploration*. Sixty-two of the Work Groups are represented by three work activities. The other four Work Groups are each represented by six work activities. Additional items were necessary in these cases to insure adequate coverage of the varied activities in these populous and important Work Groups.

The four-digit codes appearing on the ICL refer to the coding structure of the *Guide for Occupational Exploration*. The first two digits represent the Interest Areas (01 through 12) into which all occupations have been allocated. The last two digits identify a particular Work Group within an Interest Area (e.g. 02.01 Physical Science, within Interest Area 02 Scientific). Thus, each set of work activity statements in the ICL is associated with a four-digit code corresponding to one of the 66 Work Groups in the *Guide*. Note that the ICL item sets are arranged in order of four-digit code.

Administration

The Interest Check List is self-administering. Directions in the ICL explain how to make responses. Average time to complete the ICL is approximately 25 minutes.

The following steps are suggested in administering the ICL:

- Explain to the counselee(s) the purpose of the ICL and the fact that it is not a test—that there are no right or wrong answers.
- Ask the counselee to print name, date, and address (name of school, if a student) in the space provided on the face sheet.
- Have the counselee read the directions silently. Ask if there are any questions. Be sure that the counselee understands the purpose of the ICL and how to make the responses, including double checking at least five activities most liked. Observe the first few responses to the items to make sure the directions are being followed.
- Explain that there is no time limit, but that too much time should not be spent on any one item, since a person's first reaction usually gives a better picture of interest than a carefully thought-out response. Caution the counselee not to consult others in making a choice.

Completed ICLs should be returned to the counselor for interpretation.

Suggestions for Use in Counseling

An advantage of a nonscorable check list format for an interest inventory is that it permits a joint counselor-counselee exploration in some depth of the specific responses on the check list. The better understanding of the basis for and strength of the counselee's interests achieved through these discussions will help insure more realistic interpretations and will help determine the appropriate directions of occupational exploration. The following suggested approach involves counselor-counselee exploration of item responses and an interpretation of results in terms of Interest Areas and Work Groups in the *Guide for Occupational Exploration.*

Discuss "liked" activities with the counselee to be certain that they represent *true* vocational interests and *not* interests based solely on such factors as pay rate or glamorous nature of the job. First, discuss the items double checked as "most liked." Then review other items checked as "liked", particularly where there is a concentration of checks within a Work Group (four digits) or Interest Area (first two digits). It is important to discuss *what* is liked about the activities and *why* they are liked, and to explore relationships between "liked" activities in order to determine possible patterns of the strongest interests. Discuss with the counselee whether he/she had actual work experience, leisure time activities, schooling or hearsay information related to the activity and whether the counselee is interested in investigating the job possibilities for that activity or other activities in that occupational field. Interests given the greatest consideration should be those which reflect a desire to participate in the activity, rather than be an observer.

Negative interests ("disliked" activities) may also be significant, particularly when they have a bearing on the formation of the vocational plan. Activities that are disliked should usually be eliminated from consideration. However, disliked activities should be explored when the counselee has had definite work experience or training involving these activities. In these instances, the counselor should attempt to find out *why* the activities are disliked. Responses checked as uncertain (?) might also be explored in activities where the counselee has had work experience or training.

The counselor-counselee discussions will help resolve ambiguities and inconsistencies in ICL responses and obtain a clearer picture of the general range and strength of interests underlying the responses. As a result, the counselor and counselee, working together, should be able to identify (1) the Work Groups which appear to represent the major occupational interests of the counselee and (2) the Interest Area (s) with greatest Work Group representation.

The next step involves enabling the counselee to obtain a better understanding of the Interest Areas and Work Groups and assisting him/her to explore further the Work Groups of major interest. This can be done by following the procedures described in Chapter II of the *Guide for Occupational Exploration,* under the heading "Use of the *Guide* in Career Exploration".

A consideration of a counselee's interests is only one factor in the development of a vocational plan. Aptitude, education, job training, personal traits, physical capacities, financial considerations, as well as job requirements and employment opportunities are other important factors. The vocational plan should represent the best reconciliation of all facts by the counselee.

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Interest Check List

U.S. Department of Labor
Employment and Training Administration
U.S. Employment Service
1979

Name ____________________

Address or School ____________________

____

____________________ Date __________

It is important to all of us that we like our jobs; doing so will increase our chances of success.

This Interest Check List may help you decide what kinds of work you would like to do. It lists activities that are found in a broad range of industries and occupations in the United States today.

Read each of the statements carefully. If you think you would "like" to do this kind of activity, make a check √ under the "L"; if you "don't like" the activity, make a √ under the "D": if you are not certain whether you would like the activity or not, make a √ under the "?". After you have checked each activity, go back and double check √√ at least *five* activities that you think you would like most to do.

You may check an activity even if you do not have training or experience for it, if you think you would enjoy the work. Check the "?" *only* when you cannot decide whether you would like or dislike the activity, or when you do not know what the activity is.

There are no right or wrong answers. Check each activity according to how *you* feel about it. The more the counselor knows about your likes and dislikes, the more he or she will be able to help you in thinking about a career.

Now turn the page and begin.

Read each of the items below and indicate how you feel about the activity described by placing a check √ under

L (Like)	**?** (Uncertain)	**D** (Dislike)

		L	?	D
01.01	Write short stories or articles			
	Edit work of writers			
	Write reviews of books or plays			
01.02	Teach classes in oil painting			
	Carve figures of people or animals			
	Design artwork for magazines			
01.03	Direct plays			
	Perform magic tricks in a theater			
	Announce radio or television programs			
01.04	Conduct a symphony orchestra			
	Compose or arrange music			
	Play a musical instrument			
01.05	Create routines for professional dancers			
	Dance in a variety show			
	Teach modern dance			
01.06	Restore damaged works of art			
	Carve designs in wooden blocks for printing greeting cards			
	Design and paint signs			
01.07	Analyze handwriting and appraise personality			
	Introduce acts in a circus			
	Guess weight of people at a carnival			
01.08	Model clothing for customers			
	Pose for a fashion photographer			
	Be a stand-in for a television star			
02.01	Develop chemical processes to solve technical problems			
	Analyze data on weather conditions			
	Develop methods to control air or water pollution			
02.02	Study causes of animal diseases			
	Develop methods for growing better crops			
	Develop new techniques to process foods			
02.03	Examine teeth and treat dental problems			
	Diagnose and treat sick animals			
	Give medical treatment to people			
02.04	Prepare medicines according to prescription			
	Study blood samples using a microscope			
	Test ore samples for gold or silver content			
03.01	Manage a beef or dairy ranch			
	Operate a commercial fish farm			
	Manage the use and development of forest lands			

		L	?	D
03.02	Supervise farm workers			
	Supervise a logging crew			
	Supervise a park maintenance crew			
03.03	Train horses for racing			
	Feed and care for animals in a zoo			
	Bathe and groom dogs			
03.04	Pick vegetables on a farm			
	Catch fish as a member of a fishing crew			
	Trim branches and limbs from trees			
04.01	Direct police activities			
	Issue tickets to speeding motorists			
	Enforce fish and game laws			
04.02	Guard inmates in a prison			
	Guard money in an armored car			
	Fight fires to protect life and property			
05.01	Plan and design roads and bridges			
	Design electrical equipment			
	Plan construction of a water treatment plant			
05.02	Direct operations of a power plant			
	Direct construction of buildings			
	Supervise operations of a coal mine			
05.03	Survey land to determine boundaries			
	Make drawings of equipment for technical manuals			
	Operate a radio transmitter			
	Design and draft master drawings of automobiles			
	Direct air traffic from an airport control tower			
	Conduct water pollution tests			
05.04	Pilot a commercial aircraft			
	Operate a ferry boat			
	Be captain of an oil tanker			
05.05	Build frame houses			
	Make and repair dentures			
	Prepare and cook food in a restaurant			
	Plan, install and repair electrical wiring			
	Repair and overhaul automobiles			
	Set up and operate printing equipment			
05.06	Operate generators at an electric plant			
	Operate boilers to heat a building			
	Operate water purification equipment			
05.07	Inspect fire-fighting equipment			
	Inspect aircraft for mechanical safety			
	Grade logs for size and quality			

		L	?	D
05.08	Drive a tractor-trailer truck	___	___	___
	Operate a locomotive	___	___	___
	Operate a motorboat to carry passengers	___	___	___
05.09	Prepare items for shipment and keep records	___	___	___
	Receive, store and issue merchandise	___	___	___
	Record amount and kind of cargo on ships	___	___	___
05.10	Develop film to produce negatives or prints	___	___	___
	Repair small electrical appliances	___	___	___
	Paint houses	___	___	___
05.11	Operate a bulldozer to move earth	___	___	___
	Operate a crane to move materials	___	___	___
	Operate an oil drilling rig	___	___	___
05.12	Recap automobile tires	___	___	___
	Operate a duplicating or copying machine	___	___	___
	Clean and maintain office buildings	___	___	___
06.01	Set up and operate a lathe to cut and form metal	___	___	___
	Drill tiny holes in industrial diamonds	___	___	___
	Hand polish optical lenses	___	___	___
06.02	Operate a drill press	___	___	___
	Operate a power saw in a woodworking factory	___	___	___
	Assemble refrigerators and stoves in a factory	___	___	___
	Operate a power sewing machine to make clothing	___	___	___
	Operate a dough-mixing machine for making bread	___	___	___
	Assemble electronic components	___	___	___
06.03	Inspect bottles for defects	___	___	___
	Sort fruit according to size	___	___	___
	Test electronic parts before shipment	___	___	___
06.04	Operate a grinding machine in a factory	___	___	___
	Work on a factory assembly line	___	___	___
	Operate a machine that fills containers	___	___	___
	Hand package materials and products	___	___	___
	Assemble parts to make venetian blinds	___	___	___
	Drive a fork-lift truck to move materials in a factory	___	___	___
07.01	Take dictation, type and handle business details	___	___	___
	Search records to verify land ownership	___	___	___
	Maintain records on real estate sales	___	___	___
07.02	Maintain charge account records	___	___	___
	Keep time card records	___	___	___
	Compute average weekly production from daily records	___	___	___
07.03	Receive and pay out money in a bank	___	___	___
	Sell tickets at places of entertainment	___	___	___
	Operate a cash register in a grocery store	___	___	___

		L	?	D
07.04	Answer questions at an information counter	___	___	___
	Operate a telephone switchboard	___	___	___
	Interview persons wanting to open checking accounts	___	___	___
07.05	Check typewritten material for errors	___	___	___
	Compile and maintain employee records	___	___	___
	Deliver mail to homes and businesses	___	___	___
07.06	Type letters and reports	___	___	___
	Operate a computer typewriter to send or receive information	___	___	___
	Operate a billing machine to prepare customer bills	___	___	___
07.07	File office correspondence	___	___	___
	Locate and replace library books on shelves	___	___	___
	Handstamp return addresses on envelopes	___	___	___
08.01	Sell telephone and other communication equipment	___	___	___
	Sell newspaper advertising space	___	___	___
	Select and buy fruits and vegetables for resale	___	___	___
08.02	Sell automobiles	___	___	___
	Demonstrate products at a trade exhibit	___	___	___
	Sell articles at auction to highest bidder	___	___	___
08.03	Sell merchandise from door to door	___	___	___
	Sell candy and popcorn at sports events	___	___	___
	Persuade night club customers to pose for pictures	___	___	___
09.01	Supervise activities of children at vacation camp	___	___	___
	Greet and seat customers in a restaurant	___	___	___
	Serve meals and beverages to airline passengers	___	___	___
09.02	Give haircuts	___	___	___
	Style, dye and wave hair	___	___	___
	Give scalp-conditioning treatments	___	___	___
09.03	Drive a bus	___	___	___
	Drive a taxi cab	___	___	___
	Teach automobile driving skills	___	___	___
09.04	Wait on tables in a restaurant	___	___	___
	Park automobiles	___	___	___
	Cash checks and give information to customers	___	___	___
09.05	Check passenger baggage	___	___	___
	Help hotel guests get taxi cabs	___	___	___
	Operate a carnival ride	___	___	___
10.01	Plan and carry out religious activities	___	___	___
	Work with juveniles on probation	___	___	___
	Help people with personal or emotional problems	___	___	___

		L	?	D
10.02	Provide nursing care to hospital patients	___	___	___
	Plan and give physical therapy treatment to patients	___	___	___
	Teach the blind to read braille	___	___	___
10.03	Give hearing tests	___	___	___
	Care for children in an institution	___	___	___
	Prepare patients for examination by a physician	___	___	___
11.01	Plan and write computer programs to help solve scientific problems	___	___	___
	Plan collection and analysis of statistical data	___	___	___
	Apply knowledge of statistics to set insurance rates	___	___	___
11.02	Teach courses in high school	___	___	___
	Teach vocational education courses	___	___	___
	Manage the library program for a community	___	___	___
11.03	Do research to develop new teaching methods	___	___	___
	Do research to understand social problems	___	___	___
	Review and analyze economic data	___	___	___
11.04	Serve as a court judge	___	___	___
	Advise clients on legal matters	___	___	___
	Settle wage disputes between labor and management	___	___	___
11.05	Manage a department of a large company	___	___	___
	Plan and direct work of a government office	___	___	___
	Purchase supplies and equipment for a large firm	___	___	___
11.06	Examine financial records to determine tax owed	___	___	___
	Approve or disapprove requests for bank loans	___	___	___
	Buy and sell stocks and bonds for clients	___	___	___

		L	?	D
11.07	Direct administration of a large hospital	___	___	___
	Serve as principal of a school	___	___	___
	Direct operations of a museum	___	___	___
11.08	Write news stories for publication or broadcast	___	___	___
	Broadcast news over radio or television	___	___	___
	Direct operations of a newspaper	___	___	___
11.09	Plan advertising programs for an organization	___	___	___
	Direct fund raising for a non-profit organization	___	___	___
	Lobby for or against proposed legislation	___	___	___
11.10	Direct investigations to enforce banking laws	___	___	___
	Inspect work areas to detect unsafe working conditions	___	___	___
	Inspect cargo to enforce customs laws	___	___	___
11.11	Manage a hotel or motel	___	___	___
	Direct activities of a branch office of an insurance company	___	___	___
	Manage a grocery, clothing or other retail store	___	___	___
11.12	Investigate and settle insurance claims	___	___	___
	Obtain leases for outdoor advertising sites	___	___	___
	Sign entertainers to theater or concert contracts	___	___	___
12.01	Manage a professional baseball team	___	___	___
	Referee sporting events	___	___	___
	Drive in automobile races	___	___	___
12.02	Perform as a trapeze artist in a circus	___	___	___
	Perform stunts for movie or television scenes	___	___	___
	Perform juggling feats	___	___	___

NOW, GO BACK AND DOUBLECHECK AT LEAST FIVE ACTIVITIES THAT YOU WOULD MOST LIKE TO DO

SOURCE: U.S. Employment Service. Copies of the "Interest Check List" are for sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

EVALUATING AN INTEREST INVENTORY INTERPRETATION
IN THE CAREER CENTER SETTING

Directions

This rating blank assumes there is a minute or two of rapport building with such questions as: What do you like to do at home? School? Job? etc. Have you been thinking of any particular occupation lately? What is really important to you? This blank can be used to critique interpretation of a values inventory starting with #3 and using the word "values" rather than "interests" in the rest of the statements.

1. Was the student encouraged to mention any interests to begin with? Yes____ No____

   What were they?____

2. Was the student encouraged to mention any occupations? Yes____ No____

   What were they?____

3. Was the student encouraged to mention any work values important to him/her? Yes____ No____

   What were they?____

4. How were the inventoried interests discussed?

Interviewer giving information only	Some Interaction	Much student participation

1 2 3 4 5

5. How were the inventoried interests related to occupations?

The inventory does this itself	The interviewer suggested some possibilities	The student was asked for some	It was not done

1 2 3 4 5

6. How were the inventoried interests integrated with stated interests, occupations, and values?

Interviewer doing the job	Student doing the job

1 2 3 4 5

7. The interviewer emphasized that having an interest in something does not mean that one necessarily has the ability, and the student gave evidence of understanding this.

Yes____ No____

Example of Interviewer____

____

Example of Student____

____

8. The interviewer did not make assumptions as to student understanding in regard to terminology, occupational knowledge, or training knowledge. This was demonstrated:

Number of times

____

4 3 2 1 0

Example____

____

Developed by

Robert J. Swan,
California State University-Long Beach
Long Beach, CA

OCCUPATIONAL INTEREST CHECKLIST

As you look at the occupations listed below, think about how interesting each might be to you and check (✓) the appropriate column. In the DISLIKE column, you should check only those occupations in which you have NO INTEREST. In the UNCERTAIN column, check only those occupations about which you are uncertain, unsure, or about which you feel indifferent. In the LIKE column, check those occupations in which you think you might be interested. Don't limit yourself in this activity. Don't worry about your age, training, or experience. Let only your interests determine your choices.

OCCUPATIONS	LIKE	UNCERTAIN	DISLIKE
1. Artistic 01.01 Writer/Author			
Editor, Film & Book			
Critic, Film & Book			
01.02 Commercial Artist			
Photographer			
01.03 Actor/Actress			
Disc Jockey			
Director, Drama			
01.04 Musician, Instrumental			
Singer			
Teacher, Music			
01.05 Dancer			
Teacher, Dance			

OCCUPATIONS	LIKE	UNCERTAIN	DISLIKE
01.06 Jeweler			
Printer			
Taxidermist			
01.07 Circus Performer			
Astrologer			
01.08 Model, Photographic			
Model, Artist's			
2. Scientific 02.01 Chemist			
Geologist			
Physicist			
02.02 Animal Scientist			
Biologist			
Range Manager			

OCCUPATIONS	LIKE	UNCERTAIN	DISLIKE
02.03 Dentist			
Physician			
Veterinarian			
02.04 Medical Lab Assistant			
Pharmacist			
Photographer, Scientific			
3. Plants and Animals			
03.01 Forester			
Landscape Gardener			
Livestock Rancher			
03.02 Supervisor, Logging			
Supervisor, Park Workers			
Supervisor, Veg. Farm			
03.03 Animal Caretaker			
Animal Trainer			
03.04 Farm Machine Operator			
Farm Worker, Livestock			
Forest-Fire Fighter			

OCCUPATIONS	LIKE	UNCERTAIN	DISLIKE
4. Protective			
04.01 Fish & Game Warden			
Park Superintendent			
Police Officer			
04.02 Border Guard			
Lifeguard			
Park Ranger			
5. Mechanical			
05.01 Architect			
Chemical Engineer			
Mechanical Engineer			
05.02 Appliance Service Supervisor			
Superintendent, Construction			
05.03 Air Traffic Controller			
Drafter			
Surveyor			
05.04 Airplane Pilot			
Captain, Fishing Vessel			

OCCUPATIONS	LIKE	UNCER-TAIN	DIS-LIKE
05.05 Automobile Mechanic			
Carpenter			
Electrician			
Welder			
05.06 Boiler Operator			
Water Treatment Plant Operator			
05.07 Automobile Repair Service Estimator			
Petroleum Inspector			
05.08 Ambulance Driver			
Train Engineer			
Truck Driver			
05.09 Meter Reader			
Stock Clerk			
05.10 Butcher			
TV/Radio Repairer			
05.11 Bulldozer Operator			
Crane Operator			
Tractor Operator			

OCCUPATIONS	LIKE	UNCER-TAIN	DIS-LIKE
05.12 Cook, Helper			
Janitor			
Truck Driver Helper			
6. Industrial			
06.01 Assembler, Aircraft			
Machine Operator			
Watch Repairer			
06.02 Drill Press Operator			
Sewing Machine Operator			
Upholsterer			
06.03 Garment Inspector			
Tire Inspector			
06.04 Bakery Worker			
Rug Cleaner			
Surfboard Maker			
7. Business Detail			
07.01 Court Clerk			
Legal Secretary			
Medical Secretary			

OCCUPATIONS	LIKE	UNCER-TAIN	DIS-LIKE
07.02 Accounting Clerk			
Insurance Clerk			
Payroll Clerk			
07.03 Cashier			
Post Office Clerk			
07.04 Customer Service Rep.			
Receptionist			
Telephone Operator			
07.05 File Clerk			
Mail Carrier			
Stenographer			
07.06 Computer Operator			
Keypunch Operator			
Typist			
07.07 Clerk, General			
Office Helper			
8. Selling 08.01 Buyer			
Sales Agent, Insurance			
Sales Representative			

OCCUPATIONS	LIKE	UNCER-TAIN	DIS-LIKE
08.02 Salesperson, Automobile			
Salesperson, General			
Travel Agent			
08.03 Vendor			
9. Accommodating 09.01 Airplane Flight Attendant			
Host/Hostess			
Recreation Leader			
09.02 Barber			
Cosmetologist			
09.03 Bus Driver			
Taxi Driver			
09.04 Bartender			
Waiter/Waitress			
09.05 Elevator Operator			
Manicurist			
Usher			

OCCUPATIONS	LIKE	UNCERTAIN	DISLIKE
10. Humanitarian			
10.01 Counselor			
Probation Officer			
Teacher, Special Education			
10.02 Dental Hygienist			
Nurse, General Duty			
Physical Therapist			
10.03 Ambulance Attendant			
Dental Assistant			
Medical Assistant			
Nurse Aide			
11. Leading/ Influencing			
11.01 Computer Programmer			
Statistician			
Systems Analyst			
11.02 Home Economist			
Instructor, Physical Education			
Librarian			
Teacher			
11.03 Archaeologist			
Psychologist			
Urban Planner			
11.04 Judge			
Lawyer			
11.05 Manager, Airport			
Manager, Office			
11.06 Accountant			
Credit Analyst			
Loan Officer			
11.07 Director, Athletics			
Park Naturalist			
Principal			
11.08 Interpreter			
Newscaster			
Reporter			
11.09 Fashion Coordinator			
Manager, Advertising			
11.10 Food & Drug Inspector			
Safety Inspector			

OCCUPATIONS	LIKE	UNCERTAIN	DISLIKE
11.11 Director, Recreation Center			
11.12 Appraiser, Auto Damage			
Artists' Manager			
Real Estate Agent			
12. Physical Performing			
12.01 Guide, Hunting & Fishing			
Head Coach			
Professional Athlete			
12.02 Juggler			
Rodeo Performer			

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HELPING STUDENTS WITH SPECIAL NEEDS: DISABILITIES

TRAINING COMPONENT

Helping Students with Special Needs

TOPIC

Disabilities

WORKSHOP OUTCOMES

Participants will be able to increase their knowledge of job possibilities for people with disabilities and formulate a limited action plan for improving career assistance to persons with a disability.

WARM-UP ACTIVITY

As the participants arrive, give them a copy of "The People with Disabilities." After participants complete this handout, ask them to join a small group and discuss their answers. Have a member of each small group report the group's findings.

INTRODUCTION

Make a presentation to increase the awareness of participants about disabilities. Use the following information to organize the presentation:

Acquiring accurate knowledge about the abilities of people with disabilities helps dispel the false impressions that many people have. "Disabilities" is an umbrella term meaning that a person has a problem(s) which limits performance in some area(s). The variety of possible problems is great. The problems of physical disabilities may be readily apparent to us. However, the problems of learning disabilities may, in many cases, be hidden from us. Because we expect "normal" performance, many times we may be disappointed or even angry because persons with learning disabilities spend considerable energy in keeping their problems hidden. The students with learning disabilities are the students who most often would be participating in career center programs. The approach to fulfilling their needs must be subtle, but low-reading-difficulty and high-interest print materials are fairly safe bets along with emphasis on auditory reception such as audio tapes and audio-visual materials.

These students, although they may have problems in processing information such as in reading and writing, are average and above in thinking and reasoning abilities, so do not sell them short in regard to selecting career goals. A helpful source is Exploring Careers (see resources) because of its range of occupations and its easier reading level.

TRAINER STRATEGIES

1. Use the handout "The Disabilities" to stimulate thought as applied to the work world. This should be a small group project, with general discussion in the large group as each small group reports the three job areas it ranked highest and the three it ranked lowest.

2. Point out the gains in employment of different disability groups. In small group discussions, have participants identify at least two more employment possibilities for each disability. Ask members of each small group to choose two questions from the handout "Questions That People with Disabilities May Ask Career Center Personnel" and give its answers for critiquing by the workshop participants.

3. If the workshop is held in a career center, ask each participant to identify at least three resources currently in the center and, in a small group, describe how it might be used by a student with disabilities. Ask each small group to choose one resource discussed and summarize the discussion to the large group.

4. From the items discussed or from the list of sources on the handout "Community Resources," have each participant select one item on which to formulate an action plan for an improved approach to working with students who have disabilities. Ask participants to delineate the what, how, and how long for implementation.

EVALUATION STRATEGY

Evaluation will be based upon the quality of the action plan as judged by the trainer.

TIME

Approximately two to three hours

RESOURCES

McBain, Susan L. Enhancing Understanding of Students with Physical Disabilities, Module 17, American Institutes for Research, Palo Alto, CA, 1978.

Parker, W.M., and McDavis, R.J. Specializing Career Guidance Strategies for Use with Ethnic Minorities, Module 45, American Institutes for Research, Palo Alto, CA, 1978.

McDavis, Roderick J., and Parker, Woodrow M. Using Self Awareness and Effective Communication for Helping Ethnic Minorities with Career Guidance, Module 46, American Institutes for Research, Palo Alto, CA, 1978.

Brolin, D.E., and Kokaska, C.J. Career Education for Handicapped Children's Youth, Charles E. Merrill, Columbus, 1979.

Exploring Careers, U.S. Government Printing Office, Department of Labor, Washington, DC 20402, 1979.

OTHER TOPICS TO CONSIDER

Vocational training for special needs students
Placement of special needs students
Job search skills for special needs students
Accepting special needs students

PEOPLE WITH DISABILITIES QUIZ

Match the letter(s) of the term in Column 1 to the individual in Column 2.

Column 1

a. paraplegia
b. blind (total, partial)
c. deaf (total, partial)
d. learning disabilities
e. epilepsy
f. loss of limb (total, partial)
g. mental illness
h. alcoholism
i. diabetes
j. speech disorders
k. multiple sclerosis
l. orthopedically handicapped

Column 2

American History

1. Thomas Edison
2. John F. Kennedy
3. Helen Keller
4. Nelson Rockefeller
5. Franklin D. Roosevelt

Sports

6. Roy Campanella
7. Tom Dempsey
8. Bobby Jones (basketball)
9. Kitty O'Neil

Politics

10. Rep. Tony Coelho
11. Sen. Dan Inouye
12. George Wallace

Entertainment/Arts

13. Sammy Davis, Jr.
14. Dick Van Dyke
15. Nanette Fabray
16. Donna Fargo
17. Mary Tyler Moore
18. Mel Tillis
19. Jonathan Winters
20. Stevie Wonder

Answers

1. c	11. f
2. l	12. a
3. c&b	13. b
4. d	14. h
5. a	15. c
6. a	16. k
7. f	17. i
8. e	18. j
9. c	19. g
10. e	20. b

THE DISABILITIES

The following is a list of 20 disabilities. Your task is to rank them in their order of acceptability in employment situations.

Employment situations are characterized by contact in a work setting with either fellow employees or clients, customers, students, etc. (The most acceptable is No. 1, the least is No. 20.

	RANK
ALCOHOLISM	______
AMPUTATION	______
ARTHRITIS	______
ASTHMA	______
BLINDNESS	______
CANCER	______
CEREBRAL PALSY	______
DEAFNESS	______
DIABETES	______
DWARFISM	______
EPILEPSY	______
HEART DISEASE	______
LEARNING DISABILITY	______
MENTAL ILLNESS	______
MENTAL RETARDATION	______
PARAPLEGIA	______
SPEECH DEFECT	______
STROKE	______
TUBERCULOSIS	______
ULCER	______

QUESTIONS THAT PEOPLE WITH DISABILITIES MAY ASK CAREER CENTER PERSONNEL

1. Will the skill I have learned be marketable five years from now, or does it apply only for the short term?
2. Will my salary be equivalent to the salaries of those who are not disabled?
3. Will I be able to find transportation to my job?
4. Have people I will be working with been informed of my placement?
5. What can I do if I don't like the career I'm training for?
6. I am afraid to go for an interview for a job. What can I do?
7. What can I do if the people I work with don't accept me?
8. After my training, will I get hired in what I was trained for?
9. What kinds of jobs are available to me?
10. How do I dress?
11. How do I act at work? Will I need to behave differently at work than when I'm not at work?
12. Why should I get a job outside the workshop?
13. Do I tell the prospective employer about my (hidden) disability?
14. Do I tell the prospective employer about my hospitalization?
15. All my friends are doing boring jobs (bagging forks). How do I get an interesting job?
16. What do I do if I need to take medication?
17. How do I get people to talk to me directly rather than giving instructions to someone else as though I don't understand?
18. How do I prove I am capable of doing the job?
19. How can I tell my employer I'm dissatisfied with my job without jeopardizing my position?
20. Will I be watched more closely by my boss than the other workers are?
21. If I don't like what I'm doing, what can I do about it in six months or a year?
22. Will I be paid and receive the same benefits as other employees who do the same job?

COMMUNITY RESOURCES

Local Business and Industry

- Field trips to observe on-the-job activities
- On-the-job experiences/tryouts

Governmental Agencies

- Vocational Rehabilitation
- Bureau of Indian Affairs
- Immigration
- Social Security Administration
- Veterans Administration
- Employment Service
- Job Corps
- VISTA
- Job Training Partnership Act Program
- Community Action Program
- Law enforcement agencies
- Legal and judicial agencies
- County commissioner
- County extension agent
- Taxation agencies
- Parks department
- Welfare offices
- Motor vehicle bureau
- Agricultural extension agent
- Public health nurse
- Fish and game commission
- Adult Basic Education Program
- Parent-teacher associations
- Migrant programs
- Military service representatives
- Correctional institutions
- Mental health agencies
- Governor's Commission for Employment of the Handicapped
- Women's Health Care

Community Service Organizations

- YMCA
- YWCA
- Red Cross
- League of Women Voters
- Urban League
- American Legion
- Veterans of Foreign Wars
- Salvation Army
- Heart Association

Civic Clubs

- Chamber of Commerce
- JayCees
- Rotary Club
- Kiwanis
- Elks
- Lions
- Knights of Columbus
- Civitan

Special Resources, Private, Nonprofit, and Volunteer Organizations

- Airports
- Weather stations
- Colleges
- Universities
- Monasteries
- Association for Retarded Citizens
- 4-H clubs
- Veterans groups
- Boy Scouts
- Indian Guides
- Big Brothers
- Churches
- Hospitals
- Nursing homes
- Libraries
- Museums
- Goodwill Industries and other rehabilitation facilities
- Private mental health associations
- Girl Scouts
- Campfire Girls

HELPING STUDENTS WITH SPECIAL NEEDS: GENDER EQUITY

TRAINING COMPONENT

Helping Students with Special Needs

TOPIC

Gender Equity

WORKSHOP OUTCOMES

Participants will be able to identify some of the biases they hold in regard to gender equity, rate occupational literature in terms of gender equity, and formulate a plan of action to reduce gender inequity in at least one situation within the career center.

WARM-UP ACTIVITY

Upon entrance, give participants the "Gender Equity Questionnaire" to complete. As they finish, have them meet in groups of four to discuss the items to which they had the most reaction.

INTRODUCTION

Make a short presentation that includes the following information:

The emphasis of this workshop is on awareness of inequities for both men and women. Becoming more aware means that one personally can help in lessening the number of those inequities through one's own action and through influencing others (i.e., students). Since 99% of the career technicians are women, they are quite aware of many of the inequities in regard to their sex. However, they are not as aware of this issue as it relates to males. Another issue, nontraditional jobs for males, is a complex one at high school level. The most macho male in our culture in terms of interests is the 15-16 year old. Male nurses and male telephone operators tend to be identified as less than male, even homosexual, by the 16 year old. This cultural development makes any attempted emphasis on the nontraditional jobs for males at this age a difficult one, and career center personnel should realize this.

The reactions to women's participation in nontraditional roles are becoming less and less negative; such participation is actually being pushed by many. Female employment statistics from the seventies in such areas as law, medicine, engineering, etc. certainly show it.

TRAINER STRATEGIES

1. Distribute handouts "Recognizing Sexist and Non-sexist Practices and Behaviors" and "Checklist for Counselors." After participants take the quiz, they should re-group in groups of four for the remaining workshop. Ask each small group to discuss their reactions and opinions to the handouts and to report to the larger group the issues it considers most important.

2. Have participants take the quiz "Female and Male Participation in the Paid Work Force: What Are the Facts?" Then, as a group, score the quiz. Lead a large group discussion that utilizes these results and additional information from "20 Facts on Women Workers."

3. Distribute one piece of printed occupational literature to each participant to be rated according to the "Gender Equity Rating Instrument for Vocational Information Materials." (The literature covers traditional and nontraditional jobs and a variety of educational levels.) Note the occupational items reflecting the three top scores and the three lowest scores.

4. Ask participants, individually, to prepare an action plan for implementation at their school site that promotes gender equity. This assignment should present the problem, the planned solution, the people who need to be contacted to bring it about, and the time frame. Each plan should be unique, but the small group could be used for consultant purposes along with the trainer for participants to share their plans if there is time.

EVALUATION STRATEGY

Evaluation will be based on developing an action plan to promote gender equity.

TIME

Approximately three hours

RESOURCES

Birk, Janice M. Providing Life/Career for Women and Girls, Module 15, American Institutes for Research, Palo Alto, CA, 1978.

Colby, Pamela G. Providing Career Guidance for Young Women, Module 16, American Institutes for Research, Palo Alto, CA, 1978.

New Pioneers. U.S. Department of Health, Education, and Welfare, Office of Education, Washington, DC, 1980.

OTHER TOPICS TO CONSIDER

Age equity
Nontraditional career training
Ways to reduce or eliminate bias
Nonbiased vocational training

GENDER EQUITY QUESTIONNAIRE

Please indicate how much you agree or disagree with each of the statements below by placing in the space provided the number that represents your response.

1 - Strongly agree
2 - Mildly agree
3 - Neutral or don't know
4 - Mildly disagree
5 - Strongly disagree

____ 1. A careful division of sex roles makes boys and girls more sure of themselves.

____ 2. Men and women behave differently because of biological differences.

____ 3. If boys play with girls too much or play with dolls, they are likely to grow up to be homosexual.

____ 4. Strict sex roles are important in preventing sexual promiscuity.

____ 5. If I had to work on a job with a man who had very feminine mannerisms, it would make me uncomfortable.

____ 6. Sex bias is mostly a problem for white middle-class women and has little relevance for minorities.

____ 7. Even though not everyone is lucky enough to achieve it, the ideal type of family is one in which father works and mother stays home with the children.

____ 8. The high rate of juvenile delinquency would probably go down if more mothers stayed home instead of going to work.

____ 9. Teenagers tend to be less stereotyped in their thinking than people in their forties or fifties.

____ 10. It is realistic for boys to prepare mostly for careers and girls to prepare mostly for motherhood.

____ 11. Low-income girls prepare for wage earning more realistically than middle-income girls.

____ 12. I would be reluctant to enroll girls in an all-boys vocational class, because it might cause discipline problems.

____ 13. It is unfair to train girls for jobs in which they will face sex discrimination in the job market.

____ 14. I would be happy if my daughter wanted to marry a kindergarten teacher.

____ 15. I don't believe that working as a plumber or mechanic would cause a woman to lose her femininity.

____ 16. I would be suspicious of a boy who wanted to be a nurse or a ballet dancer.

____ 17. Bothering about little things in the English language, like "chairman," is nitpicking and a waste of time.

____ 18. I try to be unbiased in my teaching, but it would be inappropriate to discuss sex bias directly with children.

____ 19. It is polite and flattering to call a woman over 40 a "girl."

____ 20. Schools with female principals have fewer discipline problems.

____ 21. A good way to punish a second-grade boy is to make him sit with the girls.

____ 22. It encourages healthy competition to sometimes let children play girls against boys.

____ 23. I want my son to learn the values of toughness and competition which he can get in athletics.

____ 24. I want my daughter to learn the values of toughness and competition which she can get in athletics.

____ 25. A woman should turn down a job if it pays a salary higher than her husband's.

____ 26. An employer should be willing to grant a man paternity leave when his baby is born.

____ 27. Women should stop complaining, because men have it even tougher.

____ 28. If women want equal opportunity, they should be willing to take equal responsibility, such as being drafted.

____ 29. Girls should learn to be good sports about whistles and catcalls.

____ 30. Most adult women have trouble handling other people's anger.

SOURCE: New Pioneers: A Program to Expand Sex Role Expectations in Elementary and Secondary Education. Raleigh, NC: North Carolina Department of Public Instruction, 1980.

RECOGNIZING SEXIST AND NONSEXIST PRACTICES AND BEHAVIORS

Within the context of equal educational opportunity for females and males, practices and behaviors can fall into the following categories:

SEXIST practices and behaviors

- ☐ Sex Discriminatory (SD) - those which are specifically prohibited by Title IX
- ☐ Sex Biased (SB) - those which are still discriminatory and may be grieved but not specifically covered by the Title IX regulation

NON-SEXIST practices and behaviors

- ☐ Sex Fair (SF) - those which affect males and females similarly
- ☐ Sex Affirmative (SA) - those which go beyond sex fair by attempting to overcome the past effects of discrimination and bias for the affected sex

Instructions: The 20 following examples fall under one of these categories. Decide if the example is Sex Discriminatory (SD), Sex Biased (SB), Sex Fair (SF), or Sex Affirmative (SA). Label the examples with the correct letters.

______ 1. Not allowing females to use certain items of classroom machinery.

______ 2. Praising females for their appearance; praising males for their academic achievements.

______ 3. Requiring both males and females to wear uniforms which are similar in style and price.

______ 4. Encouraging students to consider males and females for leadership positions and helping them to evaluate the assumptions reflected in electing males as president and females as secretary.

______ 5. Presenting a list of possible projects in home economics which would appeal to both males and females and allowing students to select that which interests them most.

______ 6. Suspending males for fighting, reprimanding females for the same behavior.

______ 7. Participating in developing inservice training for teachers on techniques for eliminating sex bias and discrimination in the classroom.

______ 8. Requiring females to obtain written statements from prospective employers before entering certain vocational courses; making no similar requirements for males.

_____ 9. Providing all students with information and counseling regarding the changing roles of females and males in the world of work and other life areas and the importance of considering a variety of course options, both sex traditional and nontraditional.

_____ 10. Punishing both males and females who violate the school rule of no smoking by assigning detention based on number of offenses.

_____ 11. Maintaining eye contact with members of one sex more than the other.

_____ 12. Allowing girls, but not boys, to cry in the classroom.

_____ 13. Requesting information on marital or parental status on employment applications.

_____ 14. Allowing classes that naturally attract a disproportionate number of either sex to be offered without investigation.

_____ 15. In co-ed physical education classes, providing a single grading standard for all students regardless of consequences.

_____ 16. Including in all announcements, bulletins, catalogs and applications a district policy statement prohibiting sex discrimination.

_____ 17. Designing special sessions to assist students in exploring nontraditional career opportunities.

_____ 18. Allowing boys and girls to line up in separate lines.

_____ 19. Ensuring that there are an equitable number of men and women applicants for administrative positions.

_____ 20. Providing a classroom with materials that illustrate both males and females in active play.

SOURCE: _Focus: Female Opportunities in Construction Under Study_. Developed by Vista Unified School District in cooperation with Interface Network under contract to the California State Department of Education as a Vocational Education Support Services to Women Project. Vista, CA: Vista Unified School District, 1982.

Answers: 1. SD, 2. SB, 3. SF, 4.SA, 5. SF, 6. SD, 7. SA, 8. SD,
9. SA, 10. SF, 11. SB, 12. SB, 13. SD, 14. SD, 15. SD,
16. SF, 17. SA, 18. SB, 19. SF, 20. SF

CHECKLIST FOR COUNSELORS

Instructions: Consider the following questions in light of your own practices. Check the appropriate answer.

	YES	NO
1. Are basic readings on sex role stereotyping available to staff?	____	____
2. Have I given special help to girls and young women by:		
a. encouraging them in a wide range of job choices, including traditional male occupations?	____	____
b. motivating girls toward leadership positions and job goals that lead to the highest levels of responsibility?	____	____
c. providing detailed assistance with scholarship and loan applications and opportunities?	____	____
d. assuring an equal distribution of scholarships among females and males?	____	____
e. making an all-out effort to understand barriers that young women raise for themselves in response to socialization pressures?	____	____
f. scheduling discussion groups for girls about mutual problems, future alternatives?	____	____
g. subscribing to some of the newer publications for women (e.g., *The Spokeswoman*, or *Women Studies Newsletter*)?	____	____
h. asking interesting and knowledgeable women in the community to talk with large and small groups?	____	____
i. publicizing opportunities available to girls?	____	____
j. giving girls realistic information about their probable job futures (i.e., most of them can expect to hold paying jobs even if they marry)?	____	____
k. reminding girls about physical education and shop courses when arranging their schedules?	____	____
l. informing pregnant girls about the options they have for continuing in school?	____	____

	YES	NO
3. Have I given special help to boys and young men by:		
a. encouraging them in a wide range of job options, including traditional female occupations?	____	____
b. helping them to understand women's changing priorities, the problems women face, and the effects the problems may have on men?	____	____
c. arranging discussion groups and speakers to help them understand the socialization pressures on males?	____	____
d. counseling a young man who has participated in getting a young woman pregnant?	____	____
e. reminding them about cooking and child-rearing courses when arranging their schedules?	____	____
4. Have I acted as consultant to the faculty by:		
a. scheduling informational sessions and suggesting specific activities to reduce sexism?	____	____
b. scheduling informational sessions and suggesting specific activities to understand the combined effects of sexism and racism?	____	____
5. Concerning the materials I use,		
a. am I on the mailing lists of companies and groups developing nonsexist and nonracist work-awareness and testing materials?	____	____
b. have I been ordering materials from such lists?	____	____
c. have I discontinued use of vocational preference tests with separate marking keys for females/males?	____	____
d. have I written publishers of standardized tests about the sex and race biases in the content of test items?	____	____
e. am I encouraging a district-wide review of counseling materials which might reinforce bias and stereotyping?	____	____

	YES	NO
6. Have I been trying to develop closer school contact with fathers as well as with mothers?	____	____
7. Have I provided assertiveness training for girls and for boys?	____	____

SOURCE: Focus: Female Opportunities in Construction Under Study. Developed by Vista Unified School District in cooperation with Interface Network under contract to the California State Department of Education as a Vocational Education Support Services to Women project, 1982.

FEMALE AND MALE PARTICIPATION IN THE PAID WORK FORCE: WHAT ARE THE FACTS?

Directions: These multiple choice questions are designed to help you assess your knowledge of females' and males' participation in the paid work force. Under each statement you will see a number of alternative answers which could fill in the information missing in each statement. Select the alternative you believe is correct, and circle its letter.

1. Women make up _____ of the nation's paid work force.

   a. 26% b. 43% c. 54%

2. For every $1.00 men earn, women earn _____.

   a. 65¢ b. 76¢ c. 95¢

3. _____ of American women between the ages of 18-64 are employed outside the home.

   a. 34% b. 48% c. 62%

4. _____ of American men between the ages of 18-64 are employed outside the home.

   a. 74% b. 86% c. 91%

5. The average young women today can expect to spend _____ years in the paid work force.

   a. 10.2 b. 22.9 c. 27.7 d. 35.2

6. The average 20-year-old American male can expect to work for pay outside the home for _____ years.

   a. 38.5 b. 42.5 c. 52.5

7. Out of every ten young women in high school today, _____ will work for pay outside their homes at some point in their lives.

   a. 5 b. 7.4 c. 9

8. _____ of all children under 18 years had working mothers in April 1982.

   a. 42% b. 55% c. 68%

9. The median income of working women with four or more years of college is _____ that of men who have completed one to three years of high school.

   a. greater than b. the same as c. less than

10. There has been a dramatic shift of women into the work place and into traditionally male occupations. Women are now predominate in which occupations?

    a. insurance adjusters, examiners, and investigators
    b. shipping and receiving clerks
    c. meat cutters and butchers

11. Percentagewise, which group of women have the highest labor force participation?

    a. Black b. Hispanic c. White

12. About _____ out of ten adult women are either single, widowed, divorced, or separated from their husbands and are therefore responsible for their own financial support.

    a. five b. six c. eight

13. Women workers are absent from work _____ male workers.

    a. more than b. less than c. as often as

14. In 1982, the average earnings of white males and females and black females and males were distributed from highest to lowest in the following order.

    a. white males, white females, black females, black males
    b. white males, black males, white females, black females
    c. white males, black females, white females, black males

15. Women represent _____ percent of all persons below the poverty level who were 16 years of age and over in 1981.

    a. 43% b. 51% c. 63%

ANSWERS:

1. b, 2. a, 3. c, 4. c, 5. c, 6. a, 7. c, 8. b, 9. b, 10. a,
11. b, 12. a, 13. c, 14. b, 15. c

20 FACTS ON WOMEN WORKERS

U.S. Department of Labor
Office of the Secretary
Women's Bureau
1982

1. The majority of women work because of economic need. Two-thirds (66 percent) of all women in the labor force in March 1982 were single (25 percent), widowed (5 percent), divorced (11 percent), or separated (4 percent), or had husbands whose earnings in 1981 were less than $15,000 (21 percent).

2. About 47 million women were in the labor force in 1981. This compares with 32 million in 1971.

3. The average woman worker is 34 years old. At that age she can expect to work about 18 more years.

4. Sixty-two percent of all women 18 to 64 years of age were workers in 1981, compared with 91 percent of men. Fifty-two percent of all women 16 years and over were workers. Labor force participation was highest among women 20 to 24 (70 percent).

5. Women accounted for 43 percent of all workers in 1981. Black women made up nearly half (49 percent) of the black labor force; white women represented 42 percent of all white workers; and Spanish-origin women were 39 percent of all Hispanic workers.

6. The influx of women into the work force during the 1970's has resulted in nearly equal labor force participation rates for women, by race/ethnic origin: 53 percent for black women (5.4 million), 52 percent for white women (40.2 million), and 48 percent for Spanish-origin women (2.2 million).

7. Women accounted for three-fifths (60 percent) of the increase in the civilian labor force in the last decade--more than 13 million women compared with nearly 9 million men

8. More than one-fourth (28 percent) of all women workers held part-time jobs in 1981; a great majority of them (78 percent) were employed on a voluntary part-time basis. About 66 percent of all part-time workers were women.

9. In 1977 the average woman 16 years of age could expect to spend 27.7 years of her life in the work force, compared with 38.5 years for men.

10. The more education a woman has the greater the likelihood that she will seek paid employment. Among women with four or more years of college, about three out of five (58 percent) were in the labor force in 1981.

11. The average woman worker is as well educated as the average man worker. In March 1981 both had completed a median of 12.7 years of schooling.

12. Women workers with four or more years of college education had about the same income as men who had only one to three years of high school--$12,085 and $11,936, respectively, in 1981. When employed full time year round, women high school graduates (with no college) had about the same income on the average as fully employed men who had not completed elementary school--$12,332 and $12,866, respectively.

13. Women are still concentrated in low paying dead end jobs. As a result, among full-time year-round workers the average woman earns only about three-fifths (59 percent) of the average man's earnings. The median wage or salary income of year-round full-time workers in 1981 was lowest for black women and highest for white men:

Year-round full-time workers

All women	$12,172	All men	$20,682
White	12,287	White	21,160
Black	11,312	Black	15,119

14. Women continue to constitute large proportions of workers in traditional occupations. They were 80 percent of all clerical workers in 1981 but only 6 percent of all craft workers (women were about 4 percent of all apprentices as of December 1979); 62 percent of service workers but only 45 percent of professional and technical workers; and 63 percent of retail sales workers but only 28 percent of non-farm managers and administrators.

15. The unemployment rate was lowest for adult white men (20 and over) and highest for young black women (16 to 19) in 1981:

Adults	Percent	Teenagers	Percent
White men	5.6	White women	16.6
White women	5.9	White men	17.9
Hispanic men	8.8	Hispanic men	23.3
Hispanic women	9.5	Hispanic women	24.5
Black women	13.4	Black men	40.7
Black men	13.5	Black women	42.2

16. The number of working mothers has increased more than tenfold since the period immediately preceding World War II (1940), while the number of working women more than tripled. Fifty-nine percent of all mothers with children under 18 years of age (18.7 million mothers) were in the labor force in March 1982; 50 percent of mothers with preschool children (7.4 million mothers) were working.

17. About 55 percent of all children under age 18 (32 million) had working mothers in March 1982; 46 percent of all children under age 6 (8.5 million) had mothers in the labor force.

18. Women are maintaining an increasing proportion of all families; about one out of six (16 percent) families was maintained by a woman in March 1982, compared with more than one out of eight (12 percent) in 1972. A significant proportion of women workers maintained families in March 1982.

	Families maintained by women		Labor force participation rate of women maintaining families
	Number	Percent	
All races	9,712,000	16	61
White	6,878,000	13	62
Black	2,646,000	41	56
Spanish origin*	778,000	23	49

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*Spanish-origin persons may be of any race; therefore, numbers may not add to totals.

19. Women represented 63 percent of all persons below the poverty level who were 16 years of age and over in 1981.

20. The proportion of poor families maintained by women increased substantially between 1971 (40 percent) and 1981 (47 percent). By 1981 some 70 percent of poor black families with 3.1 million related children under 18 were maintained by women. Similarly, 50 percent of poor Spanish-origin families with 909,000 related children and 39 percent of poor white families with 3.1 million related children were maintained by women.

Sources: U.S. Department of Commerce, Bureau of the Census; U.S. Department of Health and Human Services; National Center for Education Statistics; U.S. Department of Labor, Bureau of Labor Statistics.

GENDER EQUITY RATING INSTRUMENT
FOR VOCATIONAL INFORMATION MATERIALS

PRODUCT AND TITLE (film, book, etc.) ____________________

RATING ____________________

To evaluate the gender equity of vocational information materials, answer the following questions.

	YES	NO	NOT APPLICABLE
1. Is a universal male term used when the word is meant to include both sexes (e.g., mankind, businessmen)?	___	___	___
2. When referring to both sexes, does the male term consistently precede the female (e.g., men and women, he and she)?	___	___	___
3. Are women described in terms of their appearance or marital and family status while men are described in terms of accomplishment or titles (e.g., Senator Kennedy and Golda Meir, mother of three)?	___	___	___
4. Does the material use gender-fair language initially and then slip into the use of the generic he (e.g., a worker may have union dues deducted from his pay)?	___	___	___
5. Are all occupations and roles presented as appropriate to only one sex?	___	___	___
6. Is it assumed that the boss, executive, professional, etc. will be male and the assistant, helpmate, "gal Friday" will be female?	___	___	___
7. Is tokenism apparent, with an occasional reference to women or men in nontraditional positions, while the greatest proportion of the material remains stereotyped (e.g., one female plumber, one black woman electrician)?	___	___	___
8. Are only females shown as passive or inept?	___	___	___
9. Are only females shown as emotional?	___	___	___
10. Are only females shown as vain and especially concerned with their appearance?	___	___	___
11. Are only males shown as capable, aggressive, and always in charge?	___	___	___

	YES	NO	NOT APPLICABLE
12. Are only males shown as brave and relentessly strong?			
13. Do only males consistently display self-control and restraint?			
14. Are opportunities overlooked to present a range of emotional traits for females and males?			
15. Are women and men assigned the traditional roles of males as breadwinners and females as caretakers of home and children?			
16. Is a woman's marital status stated when it is irrelevant and when the same information about the man is not available (e.g., Mr. Clarke and Mrs. Brown are...)?			
17. Is information included about family relationships which is not relevant to the task (e.g., Jane Dawson, mother and wife, is the new...)?			
18. In historical and biographical references are men only referred to and acknowledged for their achievements?			
19. Are quotes and anecdotes from women in history and from important living women used less frequently than those from men?			
20. Are females described in terms of their physical appearance, and men in terms of accomplishment or character?			
21. Are men presented as dexterous and at ease with tools and machines and baffled when confronted with a filing cabinet or sewing machine?			
22. Are male voices used consistently to narrate audio material?			
23. Are female voices used only when dealing with traditionally female occupations, such as child care?			
24. Do illustrations of males outnumber those of females?			
25. Do the illustrations represent mainly young, attractive, and preferred body types?			

	YES	NO	NOT APPLICABLE
26. When children are illustrated in roles, are their behaviors and aspirations stereotyped?	___	___	___________
27. Are women and men drawn in stereotyped body postures and sizes with females shown as consistently smaller, overshadowed, or background figures?	___	___	___________
28. Does the artist use pastel colors and fuzzy line definition when illustrating females and strong colors and bold lines for males?	___	___	___________
29. Are graphs and charts biased, using stereotyped stick figures?	___	___	___________
30. Is only an occasional token woman pictured as a leader or in a nonstereotyped role?	___	___	___________

TOTAL SCORE....______ Count only the yes responses for the total score, select the proper category below, and record the category in the appropriate space at the beginning of the survey.

CATEGORIES

21 - 30 yes responses = Severely gender biased

11 - 20 yes responses = Moderately gender biased

1 - 10 yes responses = Tendency towards gender fairness

0 yes responses = Totally gender fair

Reviewer's Name ____________________

SOURCE: CC-PAGE: Community Colleges Plan to Achieve Gender Equity developed by Foothill-De Anza College District under contract to the California State Community Colleges Chancellor's Office as a Vocational Education Subpart 3 project, 1980-83.

EFFECTIVE USE OF COMMUNITY RESOURCES

TRAINING COMPONENT

Use of Community Resources

TOPIC

Identifying Community Resources

WORKSHOP OUTCOMES

Participants will be able to contact and complete a directory of local community resources and services and develop an education or community advisement committee.

WARM-UP ACTIVITY

As participants introduce themselves, ask them to describe a school or community interaction that is currently taking place in their schools.

INTRODUCTION

Make a brief presentation stating the importance of cooperation and collaboration between business, industry, and education with an introduction to current activities and practices.

TRAINER STRATEGIES

1. Have participants brainstorm in small groups the community contacts each person is using to identify desirable additions and untapped resources in the community.

2. Ask participants to plan and design a letter, questionnaire, and contact list. Review the sample letter and the handouts "Industry Information Questionnaire" and "Industry Business/Counselor Awareness Program" for discussion. Encourage participants to identify a list of potential advisory committee members, and make a personal contact.

3. Review the content of the handout "Selecting Resource Speakers" and ask participants to complete an action plan for community job-site visits.

EVALUATION STRATEGY

Evaluation will be based on the completion of workshop strategies to the satisfaction of the trainer.

TIME

Approximately two hours

RESOURCES

Community Resource Directory. State Industry Education Council, Burlingame, CA, 1982. (Available from San Bernardino/Riverside Industry Education Council, P.O. Box 6712, San Bernardino, CA 92145.)

Business directories from local chambers of commerce.

Lutz, Richard, and Crook, Jim. Helping the Community Help Students with Career Development. Module 39. American Institutes of Research, Palo Alto, CA, n.d.

Johnson, Clarence D. Developing Facility Maintenance Competencies for Career Resource Technicians. Module 21. American Institutes of Research, Palo Alto, CA, 1978.

OTHER TOPICS TO CONSIDER

Speakers program listed by career cluster
Work exploration sites
Community study trips
Community awareness survey
Community career day

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SAN BERNARDINO — RIVERSIDE COUNTIES
INDUSTRY EDUCATION COUNCIL
P.O. Box 1042, San Bernardino, California 92404

June 15, 1981

Mr. John Doe
Any Street
San Bernardino, CA 92415

Dear Mr. Doe:

The Industry Education Council of California (I.E.C.) is preparing a directory of local business and industry resources which will serve as a guide to students and staff from schools located in Riverside and San Bernardino counties.

We would like to include your name and the educational services your company can offer to public and private schools. This information will be included in a Company Resource Directory that will enable school personnel to become aware of your products and/or services and will promote interest in education and training for careers in your company.

Please list the information requested below as you would like to have it appear in the Directory and return to us.

Thank you for your cooperation. If you have any questions, please call 383-1982. If we do not receive a reply from you within two weeks, a local I.E.C. representative will contact you personally.

Sincerely,

Helen Lare, Manager
Coast Federal Savings
President, San Bernardino/Riverside
Counties I.E.C.

Ed Clatfelter, Service Manager
General Telephone Company
Local I.E.C. Representative to
State I.E.C.

- -

COMPANY ______________________________ PHONE (   ) ______________

ADDRESS ____
Street Address or Box No.   City   State   ZIP

Divisions ____

Product/s ____________________ Service/s ____________________

Please check educational resources available to students and school personnel.

_____ Career Information Materials
_____ Business Site Visitations
_____ Classroom Presentations

_____ Exploration Opportunities
_____ Other (Please List)
____

______________________________ ______________________________
Name of Contact Person

INDUSTRY INFORMATION QUESTIONNAIRE

Information gathered by ____________________

Firm ____________________

Address of personnel office ____________________

Name and title of contact person ____________________

____

Application and employment procedures ____________________

____

____

Employment prospects: Is employment expected to increase or decrease? ______

Why? ____________________

____

Nature of work: Position duties? ____________________

____

____

Hours of employment? __________ Days per week? ________ Shift? ______

Overtime? ______ Weekends/holidays? _____ Seasonal? ______ Steady? ______

Part-time? _____ Shared position? _____ Hourly? _____ Other company

benefits (vacation) ________ Health/dental insurance ____________

Leave, illness, emergency, etc. ________ Child care ____________

Retirement ______________ Other ____________

Work environment: Kind of surroundings? ____________________

Types of equipment? ____________________

Work with others? __________ Near others? __________ Alone? ______

If with others, what is the working relationship? ____________

____

Uniforms, tools, supplies required: Are these to be supplied by the employee?

__________________________________ Furnished by company? ________________

____________________________ Average cost to the employee? ______________

Unions/organizations: Closed shop? _____ Open shop? _____ If closed, what are

requirements for membership? ____

Preparation-education and/or job training: How much and what kind of preparation is required to meet legal/company standards? _________________________

____

____

Promotional opportunities: Is there a career ladder/upward mobility program?

_____ Employee counseling?__________ Financial assistance? ______________

Apprenticeship/intern program? __________ On-the-job training? ____________

Entry wage? __________ Week?_____ Month? _____ Year? _____ Salary increments

received after __________period of time. Amount of average increase?_____

Other comments/observations: ____

____

____

____

____

____

____

INDUSTRY-BUSINESS/COUNSELOR AWARENESS PROGRAM

SUGGESTED OUTLINE OF INDUSTRY-BUSINESS RESPONSIBILITIES:

A - Brief general orientation meeting with counselors (approximately 30 minutes) using charts, graphs, etc., if available

- Broad overview of business activities and operations

- Indication of how your business activities relate to the industry as a whole

Suggested points to be included in general meeting:

1. Kinds of entry level and advanced employment in your business (sales, clerical, production, services)
2. General qualifications for entry and advanced employment (policies and philosophy of hiring, basic skill requirements, personal character requirements, educational level preferred)
3. General description and economic structure of industry represented (characteristics)
4. Motivational problems and programs (fringe benefits, turnover)
5. General trends and future outlook for entry and advanced employment in the industry or business (include, if available, general personnel projections)
6. Other as desired

B - Tour groups (1 to 1½ hours). Small groups of counselors so that all can actively participate.

Suggested points to include as appropriate:

Specifics--"How our company does it"--related to specific jobs in your company.

1. Observation of entry and advanced jobs when possible
2. Tools and techniques commonly used in jobs
3. Current processes and methods employed
4. Typical job duties
5. Interviews with employees
6. On-the-job training programs (special schools, retraining)
7. Screening and testing for jobs
8. Materials as available (samples, written materials, outlines, etc.)
9. Advancement programs (incentive programs, future outlook and career possibilities)
10. Demonstrations, if possible
11. Seasonal (peak load) factors
12. Evaluation and counseling techniques and services if any (physical and mental)
13. Other as desired

Source: Office of the San Bernardino County Superintendent of Schools

SELECTING RESOURCE SPEAKERS

Using workers from the local community to talk with students is an excellent means to help facilitate the occupational information gathering process. These practitioners can provide realistic and current facts. They can describe the current job skills necessary for entrance into the occupation as well as give information on the skills necessary to maintain work when employed. Most can furnish information on possible ways to gain employment and information on potential locations for students to apply and/or visit for more facts. They can accurately list the worker benefits associated with their place of employment. Sources of potential guest career speakers are usually numerous.

Local government agencies offer a multitude of workers from professional levels, such as lawyers and doctors, to unskilled workers, such as custodians and groundskeepers. Service clubs, such as Rotary, Exchange Club, Lions, and Kiwanis, have always been receptive to assisting students in their career decisions. Parents of students can be a resource, as can teachers themselves. Former students, professional associations, unions, industries, as well as the chamber of commerce are additional suggestions. Such resources are plentiful and can add greatly to students' career development if used properly. It is the career resource technician's responsibility to acquire, schedule, and to ensure the proper use of guest career speakers.

Content. It is very important that invited career speakers are given directions on the content to be covered in their presentations. Too often outside speakers present materials that are too sophisticated for their audiences. Career speakers welcome guidelines on what you would like covered, how much time they will have, and what questions students might ask them.

The content to be covered about an occupation by the guest worker-speakers might follow the suggested criteria recommended by the National Vocational Guidance Association for adequate information:

1. Work Performed. What are the specific skills and knowledges needed for satisfactory job performance? How does the worker perform these tasks?

2. Work Setting. What is the physical environment like? What physical activities must be performed?

3. Potential Personal Rewards. What satisfaction comes from this work? What are the salary levels? What authority does the worker have at work?

4. Entry Requirements. What are the minimum requirements for job entry? What are the preferred requirements for job entry? What educational requirements are there?

5. License Requirements and/or Membership in Unions or Professional Societies. Are workers in this occupation required to have a license? Are they required to join a union? Are they required to join a professional society? Information on where to apply for any of the above would be helpful for students who are interested in pursuing the occupational field.

6. Advancement Possibilities. What skills are needed for advancement? What education might be required for advancement? Are there merit promotions? Does the company provide training programs? What other occupations can the worker do with these skills?

7. Occupational Outlook. Will the occupation last? What will affect job possibilities? Will the occupation eventually call for retraining? Is either sex acceptable?

8. Related Occupations. What other occupations and/or careers might be open to a worker with these skills?

9. Personal Qualifications. What are the unique physical or social skills necessary for employment; e.g., standing, finger dexterity, physical examinations, meeting public?

Source: Johnson, Clarence D. Developing Facility Maintenance Competencies for Career Resource Technician. Module 21. American Institutes for Research, Palo Alto, CA, 1978, pp. 19-21.

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